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ABSTRACT

This document combines a facilitator's manual designed to train candidates for Local School Councils (LSCs) and others who want to improve Chicago (Illinois) schools with fact sheets, worksheets, checklists, and case studies (in English and Spanish) to be used by participants in the leadership training program. The following goals are outlined in the facilitator's manual: (1) teach participants to put children first in all their decisions; (2) build a commitment among participants to reach a consensus on key decisions whenever possible, rather than just a winning majority; (3) teach participants the ingredients of effective urban schools and show them how they can make their local schools effective; (4) teach participants the contents of the Chicago School Reform Act and how to use the Act to turn their schools into effective schools; (5) show participants how to use the school improvement planning process included in the Act as the first step towards making their schools effective schools; and (6) teach participants about other available resources, including additional training and workshops. The manual provides step-by-step instructions to conduct three 3-hour training sessions, each comprised of a number of activities. The following information for each of the 20 activities is included: (1) time limit; (2) objectives; (3) materials list; (4) directions for conducting the activity, including sample scripts; and (5) facilitator tips. The companion volume of participant resource materials covers the following topics: (1) the Chicago School Reform Act (CSRA); (2) School Organization; (3) characteristics of an effective school; (4) group dynamics; (5) priorities for parent and community involvement; (6) the LCS-principal relationship; (7) teacher role; (8) decision-making; (9) differences in school organization before and after passage of the CSRA; (10) the school improvement process; (11) school environment; (12) discipline; (13) interviewing school personnel; (14) truancy and dropouts; and (15) the process of learning to read. One table of statistical data, five illustrations, and a school reform timeline are included. A resource directory of 55 community organizations active in school reform and a workshop evaluation form are appended. (FMW)

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# Kids First

## LEADERSHIP GUIDE FOR SCHOOL REFORM

## FACILITATOR'S MANUAL

2

# Kids First.

## LEADERSHIP GUIDE FOR SCHOOL REFORM

# FACILITATOR'S MANUAL

A three-session program to prepare parents, community residents, and teachers for leadership roles in Chicago's schools

Published by
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The Chicago School Reform Training Task Force includes the following members (organizations listed in parentheses are for identification purposes only):

Sam Ackerman (Concerned Parents Network); Aspira, Inc., of Illinois; William Ayers (University of Illinois College of Education); Jeanne Baxter (Project Co-Lead); Chicago Panel on Public School Policy and Finance; Chicago Urban League; Citizens Schools Committee; Civic Committee of The Commercial Club of Chicago; Clarence Darrow Community Center; Designs for Change; Developing Communities Project; Interfaith Organizing Project; Latino Institute; Leadership for Quality Education; Near North Development Corporation; Near Northwest Neighborhood Network; Network for Youth Services; Northwest Community Organization; Organization of the North East; Parents United for Responsible Education; People's Coalition for Educational Reform; Evelyn Roman-Santos (Elementary and Secondary Education Advisory Committee for Senator Miguel del Valle); Save Our Neighborhoods, Save Our City Coalition; South Side SCHOOLWATCH; The Woodlawn Organization; United Neighborhood Organization of Chicago; and Voices for Illinois Children.

The immediate goal of the Training Task Force is to ensure that quality training is widely available for candidates for Local School Councils and others who want to work to improve their Chicago schools. No group or individual using this material may charge for training sessions or require some other fee (such as an organizational membership fee) as a condition for providing training. Training using these materials must be provided on a non-partisan basis.

This manual is to be used with the companion volume, Participant's Resource Materials. Facilitators using these materials are **strongly urged** to receive training in their use. Contact the Training Task Force for information. Facilitators who use these materials as described above may copy them for use in training sessions, giving written acknowledgement to the Chicago School Reform Training Task Force.

## NOTE

Please note that page and line numbers in *Chicago School Reform: September 1989 Update* do not correspond to those in the Facilitator's Manual. Please check your version of the law to determine the proper page and line numbers for these references. Amendments to the law since the first printing have caused this error.

# ACKNOWLEDGEMENTS

These training materials are the result of the hard work of hundreds of people who have helped make Chicago school reform a reality. More than forty organizations campaigned to pass the Chicago School Reform Act; now we are continuing to work together and expanding to make quality education a reality in every Chicago school.

Shortly after the law passed, six task forces, including the Chicago School Reform Training Task Force, were formed to make sure the law was carried out fully. The initial goal of the Training Task Force is to provide introductory training about school reform to 10,000 parents, community residents, and teachers who wish to consider running for their Local School Council or assuming other leadership roles in their school.

Training Task Force members agreed to a detailed outline of this introductory training course. Designs for Change provided leadership in developing a curriculum consistent with this outline. This curriculum, drafted by Cyrus Driver, drew heavily on Designs for Change's past training experience in Chicago SCHOOLWATCH, and training materials were pilot-tested in Designs for Change's School Reform Catalysts program.

Training Task Force members then reviewed, revised, and approved the final curriculum, with special involvement from Sam Ackerman, Coretta McFerren of People's Coalition for Educational Reform, Don Moore of Designs for Change, and Arthur Jefferson and Bernie Noven of Parents United for Responsible Education.

These crucial materials couldn't have been produced without exceptional assistance from a variety of sources. The Civic Committee of The Commercial Club of Chicago, Chicago United, and Leadership for Quality Education assisted in finding support for design and printing, especially through the efforts of John Ayers. And R.R. Donnelley & Sons Company made a major donation in printing the materials.

Janis Boehm Design produced the materials. Patrick Barry edited the text. And Jean Newcomer coordinated production. Don Moore of Designs for Change chairs the Training Task Force.

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## Your Leadership Is Crucial

Congratulations! You have agreed to play a crucial role in a process that will bring a fundamental improvement in Chicago's public schools. You are one of Chicago's heroes, because this process can't work unless thousands of people volunteer to turn Chicago's schools around.

As you probably know, each Chicago public school will establish a Local School Council (LSC) that will have a decisive voice in determining the best ways to improve that school. Whether these Councils do their job or not will depend on how they deal with two key questions:

- Can they consistently **put the best interests of children first** in all their decisions, big and small? Will the Council focus mostly on how to improve the school for children, as opposed to other issues?

- Can the Council **work together** and reach a consensus as much as possible, rather than constantly disagreeing and arguing? Can the Council avoid making decisions that result in one group feeling that it has lost, while another has "won"?

You have chosen to provide training to the most important group of people in this whole process: the parents, community residents, and teachers who are interested in serving on their Councils or in working to improve their school in other ways. You can not only give these key people facts and information, but also set them moving in a direction that emphasizes **putting kids first** and **working together.**

## History: School Reform a Group Effort

In December 1988, the Illinois General Assembly passed the Chicago School Reform Act, which now has the number PA 85-1418. (PA stands for Public Act.) PA 85-1418 falls in a section of the state law that applies only to the Chicago Public Schools. The school system is legally obligated to follow this law. (You have a bound copy of the law to refer to.)

As you probably know, this law was passed only through a tremendous public campaign by parents, community groups, business leaders, educators, and other concerned community residents. The coalition of about 40 groups that worked to pass the law is **staying together and expanding to make sure it is carried out.**

## Preparing People for Council Elections

One key task that the reform coalition has agreed to undertake is to make sure that there are **contested elections** in every school for the parent and community resident positions on the Local School Councils. Since there are six parent and two community resident seats on each Council, we would like to encourage **at least 16 people** to run for those seats in each school. City-wide, there are about 5,000 parent and community resident seats, so we want to provide basic education about the law and about school improvement to 10,000 people before the October elections.

There are also two teacher seats on each Council, and we want to welcome any interested teachers or other school staff to participate in the training.

The coalition that is coordinating the training effort has agreed on a basic curriculum that can be taught in **three 3-hour sessions**. The only way that we can reach 10,000 people is if "facilitators" like you prepare yourselves to teach this curriculum and then offer to teach interested parents, community residents, and teachers in the school system's 590 schools. (You are called a

**facilitator** in this manual.)

Some facilitators who are working as part of this process are staff members or leaders of city-wide groups, some are staff members or leaders of community organizations or social service agencies, some are active parents or church members, some are business people, and some are individual volunteers from many other backgrounds.

In this Facilitator's Manual, we explain step-by-step why we have chosen to focus on certain topics in the curriculum and exactly what you should do in leading the sessions. However, **we do not intend this manual to be followed mechanically**. Be yourself. You will only succeed if you make your own personality a part of the training sessions and if you adjust the curriculum to fit the group of people you are working with. (The people you teach in the three sessions are called **participants** in this manual.)

## Goals for the Training

You will work with the participants in your sessions for nine hours. You will quickly discover that you can give them only a brief introduction to those things they need to know in that short time. You are aiming to achieve the following goals:

1. To teach participants to **put children first** in all their decisions.

2. To build a commitment among participants to **reach a consensus** on key decisions whenever possible, rather than just a winning majority.

3. To teach participants **the ingredients of effective urban schools** and to show them how they can make their local school effective. Effective urban schools are schools in large cities where children master basic skills at or above the national average, and where the truancy and dropout rates are low.

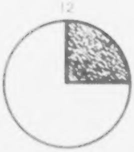
4. To teach the participants **what the law says** and how they can use the law to turn their schools into effective schools. You will be teaching the participants the powers and duties of the Local School Councils, and showing them how the entire school system will now operate because of PA 85-1418.

5. To show the participants how they can **use the school improvement planning process** as spelled out in the law as the first step towards making their school an effective school.

6. To teach the participants about **other resources** that are available, including other types of training and workshops.

## How the Facilitator's Manual Is Organized

This manual is organized to give you step-by-step directions for all three training sessions. Within each session, you will lead a set of activities. The description of each activity has the following format:



1. **Time Limit** for the activity. This will tell you how long you should take to carry out this activity.

2. **Objectives** for the activity: what you hope to accomplish.

3. **Materials List**. A list of all the materials that you should use in this activity. All of the worksheets and informational sheets are bound into the Participant's Resource Materials.

4. **Directions** with sample "scripts." Each activity has step-by-step directions that you can follow to meet the objectives for that activity. The directions describe the steps you should carry out and the materials you should use.

   A key part of the directions for each activity is a "script," a series of quotations describing many of the things a facilitator might say to lead that activity. The script may indicate questions a facilitator can use to get a discussion going, or a statement you can make to the whole group.

5. **Facilitator Tips.** At the end of many activities are suggestions to make your task in that activity a little bit easier, and to offer some ways of getting by some potential rough spots.

### Read the Manual First

This manual will give you specific instructions and recommendations that will help your training sessions meet the goals listed above. But like any guidelines, you should modify them with your personal touches, with your own personality.

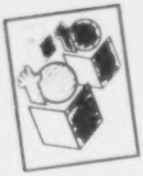
**Please read through the entire manual before the first session to understand how the whole nine hours of training should be carried out. Also, we strongly recommend that you contact the Chicago School Reform Training Task Force to obtain some training in how to lead these sessions.**

Read through each activity carefully. Make sure you know what the objectives are, and what you should do during that activity. Make sure you understand the ideas you are trying to get across. Look at the Participant's Resource Materials that you'll be using and read through them several times.

You should think carefully about how you will start each activity and about what you will say. Decide if you want to use part of the scripts word-for-word and, if you do, highlight or underline those parts. If there is a choice of materials to use, decide which ones you'll use.

### Look Over the Participant's Resource Materials

All of the worksheets, homework assignments, and informational sheets are bound into the Participant's Resource Materials. Your manual tells you when you'll need to refer to specific pages in the participant's materials, and it gives you the page number to reduce confusion and page-shuffling during the training sessions.



The symbol at left is used whenever you should refer to participant's materials.

While preparing for each session, be sure to look over the worksheets and other material from the participant's materials carefully, so that you'll be familiar with them as they come up.

### Use this Manual during the Sessions

While you are teaching your group, you should feel free to use this manual to make sure you are covering everything you need to. Don't feel embarrassed if you have to stop in the middle of an activity to remind yourself about what to do next. After all, you are trying to present a lot of information to people, and the participants will appreciate your commitment.

### How to Use the Newsprint

As a crucial part of your training, you should use large sheets of paper called "newsprint." **Before each session,** use masking tape to hang several sheets of newsprint on a wall in your meeting room. During the sessions, use a bold marker to write down key ideas, so that every participant can see them. Using the newsprint will emphasize that these ideas are important, and help everybody share the same understanding of them. They also create a record of key points and ideas that can be hung up with masking tape around the room. Often, you should ask a volunteer Recorder to write on the newsprint, as explained below. The symbols at left are used whenever you should use newsprint or a volunteer recorder.

Newsprint not only helps people to see what ideas are important, but it also helps to show the participants that their ideas count, that their ideas matter, when they are written down before the whole group. Participants in your sessions will feel more like you are communicating with them, instead of talking at them, if you **write down their ideas for everyone to see.** When the participants feel this way, you will be able to get ideas across to them more easily and effectively.

There is one other use for your newsprint. During your sessions you should use one sheet of newsprint to write down questions you are asked that you can't answer. Between sessions you should get answers to these questions. Come to the next session, hang up the sheet of newsprint with questions on it, and present your answers to the questions to the group.

The newsprint is an important tool. Here are four easy rules for its use:
1. Hang up several sheets before each session.
2. Choose a volunteer Recorder to write down ideas.
3. Write down ideas that participants offer.
4. Write down questions that you can't answer immediately.

### General Tips for Facilitators

1. **Read the law!** It will take some time, but if you read through the whole school reform law, PA 85-1418, you will be able to answer many questions the participants have or, at the least, know where in the law to find the answer. The bound version of the law has a helpful index.

2. **Know your group!** Try to find out as much as you can about the participants and the schools they come from before the first session. You may be able to anticipate questions they will have and come prepared with answers.

3. **Choose your meeting place carefully.** If you have a choice of the location or room in which you meet, choose a location that people can reach easily and a room that is quiet and pleasant. If at all possible, find a room where chairs can be moved, so that participants can sit in a circle or at tables in small groups.

4. **Share your enthusiasm!** Do you believe the participants can succeed as Local School Council members? Do you want them to? **Well, tell them that!** The new law gives parents, school staff, and community residents a major responsibility. You must show them that you believe they can do it, and you expect them to do it.

5. **Don't get discouraged.** If all does not go as planned, if you don't meet every objective, don't feel bad. The most experienced facilitators often don't accomplish all that they hope to do. Try to enjoy yourself, and be yourself.

6. **Keep things rolling.** In nine hours, you can't do more than introduce participants to basic information and stimulate their interest to learn more. Be a little flexible, but try to stick to time limits. It's often better to cut off a discussion at a high point, rather than letting it go on until it runs down.

7. **Refreshments.** If you or your organization can, try to have refreshments at the sessions. Two or three 64-ounce bottles of pop, some cups, ice, and cookies would be fine.

8. **Personally encourage people to come.** Make sure the time and place for the sessions are clear. If possible, personally call each person who has signed up and urge them to come. And if you can, call them again between meetings. Personal contact is critical!

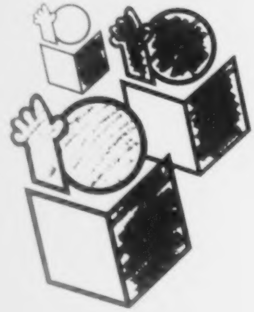
# SESSION I

## GOOD URBAN SCHOOLS AND INTRODUCTION TO LOCAL SCHOOL COUNCILS

This three-hour session provides an introduction to the school reform process and is broken into four activities:

**Part I: Getting Started**

Activity 1: Introduction



**Part II: Good Urban Schools**

Activity 2: The Ideal Urban School

**Part III: Introduction to Local School Councils**

Activity 3: The Local School Council that Works
Activity 4: Powers and Duties of the Local School Council

# BEFORE THE SESSION BEGINS

To get your first training session off to a successful start, you should be sure to:

1. **Get to the meeting place at least a half hour early**. This will give you time to set up the furniture in the meeting room the way you'd like it to be. Have participants sit in a circle or sit at tables in small groups. Avoid having them sit in rows the way students do in school.

2. **Get your materials ready.** You should put the sign-in sheet and any other pass-out materials in a convenient place by the entrance to the room. You are encouraged to add materials from your particular group to each packet. A welcome letter from your sponsoring organization, for instance, would give participants a better sense of who supports the training. Also, hang your newsprint before you begin, and lay out your own materials in the order in which you intend to use them.

3. **Talk to each participant soon after he or she arrives.** Experienced facilitators know that one key to effective training is to be familiar with the people you are training, and for those people to know you. Certainly, the participants can't become your best friends after one morning or evening, but the more you can do to get to know them, the more you'll be able to provide effective training, and the more likely they will be to return. Use the time before the session starts to introduce yourself to each participant and to personally hand out the participants' training packets. And take this opportunity to chat informally; it will make the next nine hours a lot easier.

# ACTIVITY 1

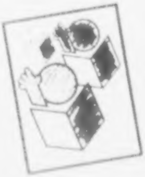
## INTRODUCTION

**Time Limit:** 15 minutes

**Objectives:** You have two objectives in this activity:

1. To provide an overview of the training sessions and how they will be run.

2. To introduce the participants to each other.



**Materials:** "Course Outline," page 11 in Participant's Resource Materials

**Directions:**

1. Decide when to start the session. Be sure to start the session within 10 minutes of the announced time, unless you have a very good reason for delaying the start longer (for example, people have called to say they are on their way).

   If you do start the first session late at all, be sure to start the second session and any other sessions on time. Let the participants know that you will do this. Otherwise, some people will begin coming later and later, and others will resent it.

2. Start the session by welcoming the group warmly! Describe how you became the facilitator. Here is a **sample** script to give you an idea of how to start. Spend some time before the session begins adapting the script to your own experience.

   > **" Hi, my name is ______ ______, and let me welcome all of you who've come.**
   >
   > **I want to start by just telling you a little bit about myself,**

**and why I'm here today. I have two daughters who attend the Worthy School. I became involved in changing the school system when I got a flyer to come to a rally last June, at the Bismarck Hotel. There were thousands of people there demanding better Chicago schools.**

**I was asked by someone at the rally if I would be interested in going to Springfield to fight for school reform. I decided to give it a try and went to Springfield one Wednesday last June.**

**During that trip I discovered how important school reform was, and from that point on I started working with _______________ to make reform happen. We took trips to Springfield and wrote letters and made phone calls to our legislators to get them to pass the school reform law. Finally in December we won! "**

3. Describe very briefly what powers Public Act 85-1418 gives parents, community residents, and teachers. You may use the script below as written, or you might say it in your own words.

**" The Chicago School Reform Act, Public Act 85-1418, gives parents, community residents, and teachers a real say in how their schools will be run. Each school will have a Local School Council made up of six parents, two community residents, and two teachers. The Council will be able to choose the principal and decide every four years if they will keep the principal.**

**The Local School Council, along with the principal, will write a school improvement plan that the school must follow, and the Council will make up the school's budget. These powers are greater than parents, community residents, and teachers have in any other big city. We will explain these powers and other parts of the new school reform in these training sessions. "**

4. Refer participants to the "Course Outline" in the Participant's Resource Materials. Describe in a sentence each section of

the outline, perhaps as in this script:

> **" Please look at the 'Course Outline' on page 11 of your materials. In this session, we will talk about your notions of an ideal urban school and about what makes a school effective in a big city. Then, we will talk about what makes a Local School Council work well together.**
>
> **After that, we will look at the law itself, Public Act 85-1418, to understand what the powers and duties are that you really have, if you are elected to your Local School Council. We will spend a good deal of time on understanding how the Local School Council works, since these Councils are the key to the whole law.**
>
> **In Session II, we will talk about how the law changes the whole school system, at the district and city-wide levels, in addition to changing how things work at local schools and why these changes will improve things for your school.**
>
> **At the end of the second session, we'll begin to talk about how to gather information to improve your school.**
>
> **In the third session we'll be talking about how to put together a school improvement plan, and then we'll begin to take some of the key steps needed to put together a plan for your school.**
>
> **We'll finish up the third session by pointing out some groups and materials you can use to find out more. Believe me, this is only an introductory course, and the more information and advice you have, the better off you'll be as a Council member or as a key person working to improve your school. "**

5. Have each of the participants introduce themselves. You should do this with an "icebreaker," a process in which people introduce themselves and get to say something about themselves. Use the following icebreaker:

> **" Now to get started let's all introduce ourselves, but when**

> **we do, let's all tell in one or two sentences one good thing that you remember from when you were in school, like a good teacher, or a class you enjoyed. "**

As facilitator, you should introduce yourself first. Your story might sound something like this:

> **" I'll go first. As I said before, my name is _______. When I was in school, one of the best experiences I had was in my seventh grade English class. My teacher had a contest to encourage us to read books on our own, and that was the first time I really began to enjoy reading stories.**
>
> **O.K., Ms. ______ , will you go next? "**

Make sure all the participants introduce themselves and say a little about themselves. Gently but firmly move the process along if someone starts to talk at great length.

6. Now, get two people to aid the group in its work: the Timer and the Recorder.

- The Timer is responsible for giving a warning five minutes before the time set aside for each activity is up, and then to give notice that time is up.

- The Recorder writes with a marker on newsprint to record main ideas from the group's discussion, when you ask for that help. The Recorder should use people's own words as much as possible. The Recorder also writes down, on a separate sheet, questions from the group that you can't answer immediately. You can take that sheet home and bring answers to the next session.

If there are no volunteers to be the Timer, then you should "volunteer" someone with a watch to be the Timer. If there are no volunteers to be the Recorder, you'll be the Recorder for the first activity, and ask for relief at the end of that activity.

**" We need two people to help the group with our work in this first activity. We need someone to keep track of time, a Timer. Can someone volunteer to do this? Ms. Smith, you have a watch, will you please help us keep on time?**

**We also need someone to be the Recorder. That person will help us by writing down important ideas that we come up with during our discussions.**

**We will all need to help the Recorder in identifying what the important ideas are. Any volunteers? "**

You have now completed this activity. You should move right into the next activity—The Ideal Urban School.

---

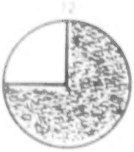
FACILITATOR TIPS

1. It's helpful to show people you're human! You may want to try adding to your opening remarks a funny but telling sentence or two about yourself. This will show people that you're a human being just like they are, and indicate to them that maybe these sessions won't be like the boring workshops they might be used to.

2. If someone is going on and on with the icebreaker, **be firm**, but polite! Say that "We need to move on, who's next?" If someone can't think of a school experience to describe, just allow them to introduce themselves.

# ACTIVITY 2

## THE IDEAL URBAN SCHOOL

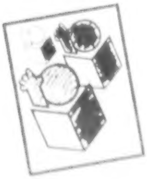


**Time Limit**: 45 minutes

**Objectives:** You have two objectives to meet in this activity:

1. To get participants to state their own ideas about the characteristics of a good urban school where children learn.

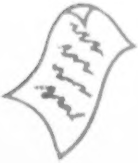
2. To introduce ideas from educational research about the characteristics of a good urban school.



**Materials**:

1. "Parts of a School," page 13

2. "Case Study of an Effective School," page 14



3. "Key Ingredients that Can Make Your School Effective," page 16

4. Newsprint, markers, and tape

**Directions**:

1. Begin The Ideal Urban School discussion. The purpose of this discussion is to get the participants to think about what makes a good city school.

> **" Close your eyes, and imagine, make a picture in your mind, of the perfect school, the ideal school. Dream about this school for a minute. Keep your eyes closed and imagine the ideal school. "**

2. Let there be silence in the room for about 30 seconds. That silence may seem uncomfortable to you, but don't interrupt

until 30 seconds have gone by. This will give the participants a chance to really use their imaginations.

> **" Now open your eyes! Will our Recorder please come up to the newsprint and get ready to write! Ms. Timer, this discussion lasts 20 minutes. "**

3. Ask the participants what they saw when they had their eyes closed. The Recorder should be writing these ideas on newsprint. If no one volunteers to talk, then raise some of the following questions:

> **" What would the building look like? What would you see outside the building? Would you see grass, a playground . . . ? What would the walls of the building look like? What would the principal be doing? Sitting in her office? Walking the halls?**
>
> **What would you see in the classrooms? What would the teachers be doing . . . the students? Would there be parents in the school? What would they be doing? "**

4. Make sure everyone gets involved in the discussion. Direct some of the questions to particular people to get them involved. Don't let people get into arguments. This is a chance for everyone to express their ideas.

> **" Mary, what do you think the principal would be doing in your ideal school? "**

5. After about ten minutes you should ask people to look at the "Parts of a School" drawing and use this drawing to encourage more ideas from people. Go through each part of this drawing, if you need to.

> **" O.K., now look at the 'Parts of a School' drawing. What would the leadership of the principal be like? What would the outside of the school look like? How would the children do on tests? What would the library look like? Would the school have a library?**

> **What would the students be doing in the classrooms? In the hallways? What would the teachers be like? What would the parents be doing? "**

6. End The Ideal Urban School discussion by reviewing the "Case Study of an Effective School." You should instruct the Recorder to sit down at this point, and thank him or her for helping.

   A volunteer should read the first five paragraphs of the "Case Study of an Effective School," which describe the activities at King Elementary School in New Haven. Then you should discuss them with the group.

   By looking at a case study of an actual school, you are showing the participants that good urban schools do exist. You should strongly emphasize this point.

> **" Well, what happened at King School was that people began to work together and began to turn their school into an ideal school. Let's keep reading. . . . (a participant reads the next four paragraphs)**
>
> **King School began to involve parents and teachers in making decisions, and the teachers began to learn new methods of dealing with the students. An important part of this change was to convince the teachers that the students could learn. Let's finish reading. . . .**
>
> **It took King School four years to turn things around. You should be able to see some important progress before that time when you start to make changes in your school, but you should know that four years is not an unusually long time to see a major turnaround take place.**
>
> **The important point to remember is that good schools where children learn can exist in big cities, in all kinds of neighborhoods. King School had a nearly all-black student body, but there are examples of effective schools that are primarily Hispanic, or that bring together students from many different backgrounds.**

**Schools that are teaching children well do different things depending on their circumstances and their situations. But there is a lot of similarity among the key ingredients that these schools have. Let's look at some of these similarities."**

7. Review the "Key Ingredients that Can Make Your School Effective" informational sheet.

   **" Effective schools are: schools in big cities that have been found and studied across the nation where students read at or above the national average, and have low dropout and truancy rates.**

   **People who look at what makes schools work, 'educational researchers,' have found that if these ingredients are present in a school then that school will be an effective school where children learn. This point is critical!**

   **Any school can be an effective school, if it has the right ingredients. A school can be in the poorest part of the city, but if it has the ingredients of an effective school, it's going to be a school that works!**

   **This doesn't mean that every effective school will look exactly the same. Some may have stricter discipline than others, but all of them keep students in order. Or two effective schools may teach reading in different ways. But they all have certain basic ingredients. "**

8. Volunteers should each read out loud three or four of the ten ingredients at a time.

   **" Ms. _______ could you please read ingredient number one. . . . ? Now could you read ingredient number two. . . . ? "**

9. Once they have finished reading all ten ingredients, everyone should look at the newsprint with their ideas of the ideal school. Take two or three of their ideas and point out that the participants' own ideas are very close to the conclusions that researchers have pointed out.

10. Conclude this activity by stating that the research confirms their own ideas about what makes a good school.

You're now ready to begin the next activity.

---

## FACILITATOR TIPS

1. Silence can be golden! When you are first starting The Ideal Urban School discussion and the participants must be silent, don't rush this part. It gives people a chance to think.

2. You will probably need to assist the Recorder in getting everybody's ideas about The Ideal Urban School on newsprint. They may come fast and furious! Slow people down. Ask participants to indicate exactly what they want the Recorder to write. The Recorder needs to catch as many of these ideas as possible, even if it means using many sheets of newsprint.

3. The Ideal Urban School discussion gives you the opportunity to get everyone in the room involved. Try to get at least one idea from everyone, even if it means calling on a few people. Everyone has something to say, and after someone has spoken once, they'll feel much more at ease participating and asking questions later.

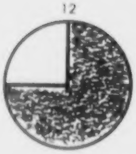
4. Try not to let a few people dominate The Ideal Urban School discussion. A good way of doing this is to call on people who haven't said anything or have said very little.

5. Get volunteers for reading aloud. Be careful not to call on someone who might be embarrassed at not having good reading skills.

# ACTIVITY 3

## THE LOCAL SCHOOL COUNCIL THAT WORKS

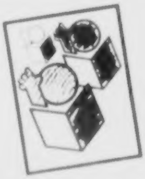
**Time Limit:** 45 minutes



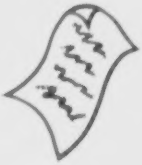
**Objectives:**

1. To emphasize the importance of a Local School Council that works together. You are trying to get the participants to see that if the parents, community residents, teachers, and the principal work together, they can create an effective school.
2. To present information about what groups, like a Local School Council, do when they are working well together. You are presenting some of the skills that are necessary for a group to work well, and to carry out meetings successfully.
3. To get the participants to come to agreement as a group on a sample "Priorities for Parent and Community Involvement" for a Local School Council. You want the group to get a real sense of what it is like for a group to have to come to an agreement.
4. To show how a good Local School Council stays aware of dissent or resistance to school reform, and how the Council should work to lessen that resistance.

**Materials:**



1. "Ingredients of a Group that Works," page 18
2. "Priorities for Parent and Community Involvement," page 20
3. Newsprint, markers, and tape



**Directions:**

1. Strongly emphasize the importance of working together as a Local School Council. You should begin this activity by speaking with emotion about the importance of working together on the Council and involving other parents and community members in the school.

   **" If you are going to make your school an effective school, then you have to win a seat on your Local School Council or work closely with it, and you must be committed to making your Council really work together.**

   **This is serious business! Your Local School Council cannot be made up of eleven people who are constantly fighting with each other.**

   **The only way you'll be able to improve your school is to sit down, agree to put past differences aside, come up with a common vision that the group can agree to about how you want the school to improve, and work together to make it happen. Otherwise, nothing will be different for your children.**

   **You will undoubtedly disagree on some important issues along the way, and you will sometimes have to vote to settle some issues. But the Council that really improves a school for children is one that struggles to reach agreements among all its members, not just win a majority vote. For example, parents may be able to outvote the teachers, but if the teachers don't agree, then their fellow teachers may not carry out the policy that the Council sets.**

   **Finally, a good Council must use all resources that the parents and the community have to offer. Your Council should help hundreds of parents get involved in some way. Your Council should get your neighborhood businesses and stores, organizations and agencies involved.**

   **If you're serious about putting kids first, then all the adults need to cooperate! "**

2. Review the information sheet called "Ingredients of a Group that Works." You want the participants to get an idea of what it takes for a group to work successfully.

   The participants should read every "Ingredient" on the sheet out loud. Provide opportunities for questions.

   > **" Now, let's look at what it takes for any group to work well together. People who have looked at groups that work have found that these groups have certain ingredients that make them successful, just like effective schools do.**
   >
   > **Let's look at the sheet called 'Ingredients of a Group that Works.' Could someone please volunteer to read the first ingredient out loud? (Volunteer reads first ingredient.) O.K., any questions? Could someone please read the next ingredient? "**

3. Get the participants to talk about what has happened when they have been part of a group. Find out if their experiences confirm what the information sheet says.

   > **" Now let's talk about what has happened when you've been part of groups. Has anybody been part of church groups? Has anyone been part of a work team in your job? Or a good sports team? What have these groups done that helped them accomplish what they set out to do? "**

   Ask participants to discuss their own experiences and compare them to the "Ingredients" worksheet.

4. Using the "Priorities for Parent and Community Involvement" worksheet, direct the participants to develop priorities for Wynn Elementary School. Have them imagine that they are all members of Wynn Local School Council, and ask them to develop a statement of priorities for reaching out to other parents and to the community.

   The priority statement should be a list of two or three specific top priority steps that the Local School Council agrees to take to increase parent and community involvement in their school. Get the group to come up with five or more ideas first, and have the Recorder write them on the newsprint. Then help the group come to an agreement on the two or three top priorities.

> **" Now that we have read all these nice things about what a good group does, and talked about some of our own experiences, we are going to try to come to one agreement as a group.**
>
> **We are going to pretend to be the Local School Council of the Wynn School. It is the end of October, and our Council is meeting early in the new school year. We are going to come to an agreement about two or three major steps that the Local School Council will take to increase parent and community involvement in improving the school. Could the Recorder please come up and help us? Let's begin with each person giving a suggestion about a possible activity to involve more parents and the community. "**

5. After you have a list of possibilities, help the group come to an agreement about two or three top priorities. For example, you might say:

> **" Can we combine these ideas into two or three main ones? Why don't we say . . . ? Why don't we choose the ones we can begin to make real progress on within a few months? "**

If there are ingredients of an effective group that this imaginary Local School Council is following or not following, point this out.

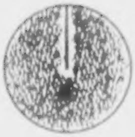
6. Conclude this activity by getting everyone to agree on two or three top priorities, if at all possible. You need to emphasize to the participants that they have completed a task as a group.

Then announce a short break, and take the opportunity to reinforce to the group that you like to run a punctual, orderly meeting that starts on time and finishes on time.

**" Before we start talking about the Local School Council and the law itself, let's take ten-minute break. Please be back here by __ o'clock, when we will start the next activity. "**

# ACTIVITY 4

## POWERS AND DUTIES OF THE LOCAL SCHOOL COUNCIL



**Time Limit**: One hour

**Objectives:**

1. To present basic information spelled out in the law about the LSC elections, structure, powers, and duties.

2. To show the participants how to find information in the law. You will help the participants to see that finding answers in the law to questions is something **they can do.**

**Materials:**

1. "Highlights of Public Act 85-1418," pages 1–9

2. "School Reform Timeline," page 21

3. *Chicago School Reform: PA 85-1418* — (the white book)

4. "Case Studies: Questions for Small Groups," page 23

5. "Case Studies: Homework Questions," page 24

6. Newsprint, markers, and tape

**Directions:**

1. Review "Highlights of Public Act 85-1418." Describe how participants get elected to their Local School Councils. Review all the items in Part A (Local School Councils—Composition/Selection) and answer questions from the participants.

   Ask participants to look at their copy of the law (the white book, *Chicago School Reform: PA 85-1418*) as you begin this activity, and read from sections of the law which are about the specific item you are discussing. The Recorder should write any questions you cannot answer on newsprint.

> **" We've talked about the ingredients of an effective school, and we've talked about the kind of group that works together to make their school an effective school. Now that we have an idea of where we want to go, let's start to look at some of the specifics of the law itself.**
>
> **Let's look at how you can get elected to your Local School Council. Let's look at the law highlights, and specifically at Part A called 'Local School Councils—Composition/Selection.' Look at the first item. Mr.________ , could you read the first paragraph? "**

You then rephrase the point or ask someone in the group to rephrase it.

> **" Every school will have a Local School Council made up of six parents elected by parents, two community residents elected by community residents, and two teachers elected by the school's staff.**
>
> **Now let's look at what the law itself says. Look at page 29, in the middle of the page (facilitator reads lines 14 through 28 on page 29). As you can see, the law says just what the sheet we were looking at says. Now let's go back to the sheet called 'Highlights,' Part A, and look at the next item. . . .**
>
> **Any questions? "**

2. Describe the powers and duties of the Local School Councils. Review all the items in Part B of "Highlights" (Local School Councils—Powers/Duties), and answer questions.

   Refer to sections of PA 85-1418 and use the Recorder as you did in the last part. Stress the fact that these powers are far greater than what parents had under the old system.

**" Now let's look at what the Local School Councils have the power to do. Please look at the 'Highlights' section called 'Local School Council—Powers/Duties.'**

**Let's read the first item of this section. Ms._______ , could you read the first few paragraphs? "**

You then rephrase the point or ask someone in the group to rephrase it.

**" Every LSC will have the power to choose the school's principal, if seven of the ten Council members can agree. If seven members can't agree, then the Council submits a list to the District Superintendent with three names in order of preference. The District Superintendent selects someone from this list.**

**This is a big change from the way it used to be. Before, the school's parent group, called the Local School Improvement Council, could 'recommend' someone to the District Superintendent, but the D.S. made the final choice. Now, that final choice can be yours!**

**Also, anyone who has met state certification can be the school's principal. In the past, candidates for principal had to pass the Chicago Board of Education's own exam. Now you will have a much larger group of people to choose from.**

**Any questions? . . . O.K., let's look at the next item of the same section. "**

Cover each power and duty in the same way.

3. Review the items on the information sheet called "School Reform Timeline" that relate to the Local School Council. Clarify the steps in the nomination and election process that will result in a Local School Council in October.

**" In September 1989, the school system must publicize the possibility that parents, community residents, and teachers**

**can run for their Local School Council. Then by September 28, anyone who is interested must fill out a nominating form. Then, there is a two-week campaign period, and elections will be held October 11 and 12. "**

Review the section of the law that describes this process on pages 30-32 of the law.

4. Divide the participants into smaller groups by counting off, so you end up with no more than eight people in a group.

   Give each group "Case Studies: Questions for Small Groups" and give them 15 minutes to come up with answers to the questions in the case studies. Tell them that they will then report back to the full group. They must refer to the law for their answers.

   **" O.K., guess what? You get a chance to use your copy of the law. I want everyone to count off. Ms._______, you're #1, Mr. ______ you're #2, Ms. _______ you're #3. Who are you, sitting next to Ms. _______? Oh! Mr. _______! You're a #1; you're in Ms.______'s group.**

   **O.K., look at the sheet called 'Case Studies.' You have 15 minutes to come up with the answers to the questions. Your group should all get together in a section of the room and get to work!**

   **In 15 minutes we will come back together as a full group and talk about the answers! And be sure you can show the page in the law where you got your answers! "**

5. Check on the small groups. Assist them if they need help. Make sure that at least one person is going to give the answers to the full group.

   **" . . . So, #2s, how are you doing? You've got the answer to the first question, but you can't find the answer to the second one? Why don't you try looking on page ____? "**

6. Call all the small groups together and ask one group to report their answers to the first question to the full group. Make them back up their answers by quoting from the law. Then ask the other groups if they are right. Continue by giving different groups the first chance to answer a question.

   **Answer to #1:** The parents are correct: a teacher may not serve as either chairperson or district representative. The law states on page 33, lines 1 to 3 that only parent or community members shall serve as the Council's representative to the Subdistrict Council. On the same page, line 12 states that the chairperson of the Council shall be elected from among the parent members.

   **Answer to #2**: Ms. Harris, the principal, is wrong. The Council need not rehire her, and if it does, it would be for a four-year contract. The law states this on page 61, line 22.

   **Answer to #3:** No, the Council does not make final decisions about textbook selection, but can make recommendations, as stated on page 40, line 7 of the law. Final decisions about textbooks are made by the principal. The law states this on page 60, lines 19-24.

7. Present and explain the homework assignment. The group will have three additional questions about the law for which they must find answers. Refer the participants to the homework assignment in their training materials.

   You should encourage them to work together to answer these questions, either by calling each other up or getting together at someone's home.

   > **" O.K., we've finished everything we need to for today. Before we break up, though, there are a couple of other things we need to do. First, I can't let you off easy before the next session—I've got a homework assignment for you! What would a class be without homework, right?**

**Your homework is to use your law and the 'Highlights' of the law to come up with answers to the questions I'm giving you. You can work together, in fact you should work together if you can, to answer these questions. At the next session we'll review what everyone comes up with. "**

8. Clarify the time and place of the next session. Write it on newsprint.

**" One last thing: is everyone clear the next session is at ____________? Remember, we'll start on time, so if you are late, you'll miss something. "**

This ends your first session. Good job!

---

FACILITATOR TIPS

1. Be sure to use every chance you get to **show the difference** between the old system and the new one. The more you stress that something different can happen in the schools, and in the lives of their children, the more encouraged the participants will be to run for their Councils and to let their friends and neighbors know about the new law.

2. If you have a group that reads well, ask **them** to read out loud from sections of the law or other material when the directions call for reading. If you are not sure about how well people read, then don't ask them to do it. You might embarrass someone. Show the same sensitivity in picking someone to become the Recorder.

3. Encourage the group to work together and help each other (for example, in answering the questions about the law). Encourage teamwork, not competition.

# THE SYSTEM HAS CHANGED AND BUILDING BETTER SCHOOLS

This three-hour session describes the new system and is broken into eight activities:

**Part I: Getting Started**

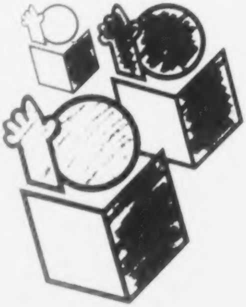
Activity 5: Introduction
Activity 6: Reviewing the Homework

**Part II: The System Has Changed**

Activity 7: Policy-Making versus Management
Activity 8: Teachers in the New System
Activity 9: Involving the Entire School Community
Activity 10: The City-Wide System Has Changed!

**Part III: Building Better Schools**

Activity 11: The School Improvement Process
Activity 12: Gathering Information about Your School: An Example



# BEFORE THE SESSION BEGINS

Review the tips from the section in Session I that are called "Before the Session Begins" on page 10 and follow these tips in setting up for the meeting.

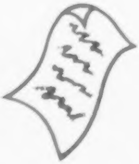
# ACTIVITY 5

## INTRODUCTION

**Time Limit:** 10 minutes

**Objectives:**

1. To welcome the group back.
2. To present answers to the questions you could not answer at Session I.



**Materials:** Newsprint, markers, and tape

**Directions:**

1. Welcome the group back. Make sure you have a Timer and a Recorder again. Tell people how much you appreciate their coming and how important it is for them to be involved in school reform. Here is an **example** of what you might say:

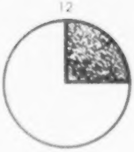
> **" Well, it's good to see so many people back! You know, I really believe that this group has what it takes to make some big changes in your schools. After all, if you could sit through a three-hour session with me, and then come back for another one, you can probably do almost anything! I see we still have our Timer, Ms.____________. Are you willing to keep time again? And Mr.________, will you begin today and record ideas on the newsprint when we need to do that? "**

2. Present answers to the questions that you collected at the previous session. Hang up the newsprint with the questions and review them one by one.

## FACILITATOR TIPS

1. Welcome any new people who did not attend the first session. Let them know that they missed a lot, but you are glad that they have come.
2. Some facilitators like to write the answers to the questions from the previous session on newsprint. You may want to do this.

## REVIEWING THE HOMEWORK

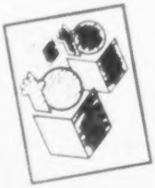


**Time Limit:** 15 minutes

**Objectives:**

1. To show participants how to find information in the law.

2. To encourage participants to cooperate in gathering information.



**Materials:** "Case Studies: Homework Questions," page 24

**Directions:**

1. Review each of the three questions in the homework assignment with the participants. Expect that some of them will not have done it, and be prepared to draw people into the discussion who have not.

   For each question, ask who has an answer. Then, when a participant offers an answer, ask them to point out exactly what words in the law back their answer up. For example:

   > **" O.K., who can answer the first question? Is the principal right when he says that the old Local School Improvement Council will become the new Local School Council? Mrs. Sheldon? . . . How do you know? Where in the law does it tell you that ? . . . That's right. On pages 29 and 30 of the law, it says that a new Local School Council must be elected beginning in the fall of 1989, and the procedure is entirely different from the present one for electing a Local School Improvement Council. "**

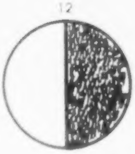
Encourage participants to help each other and find the answers together, rather than to try to "one-up" each other. The **answer to question #2** is that Katherine Howell does not become a member of the Council when a vacancy occurs, unless she is appointed by the Council to fill the unexpired term (page 32, lines 13-16). The **answer to #3** is that the Council does approve the budget that is developed by the principal, but does not approve purchase orders for new desks or decide who to buy them from (page 37, lines 17-20).

FACILITATOR TIP

1. Be prepared for the fact that some people may not have done the homework. Maybe no one has done it. If not, use the available time to help the group work together to come up with answers to at least some of the questions.

# ACTIVITY 7

## POLICY-MAKING VERSUS MANAGEMENT



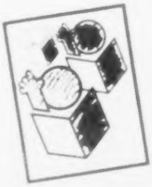
**Time Limit:** 30 minutes

### Objectives:

1. To explain the responsibilities of the school principal under the law.

2. To clarify and illustrate that the Local School Council is a **policy-making** council with the right to make policy in three key areas, while the principal is the **manager** of the school and has the responsibility for carrying out policy day-to-day.

### Materials:



1. "The LSC and the Principal: Policy-Making versus Management," page 25

2. "Highlights of Public Act 85-1418," pages 1–9

3. *Chicago School Reform: PA 85-1418* (the white book)

4. "Case Studies: Policy-Making versus Management," page 27

### Directions:

1. The process that the law spells out will not work unless the Local School Council understands that it is a **policy-making** council, and that the principal is the key **manager** who is responsible for seeing that policies are carried out.

   Members of Local School Councils must understand that they do not "run" the school. The school reform law spells out specifically what they can and can't do, and other laws and contracts give teachers and other employees rights that the Local School Council must respect.

> **" Last time, we discussed the powers and duties of the Local School Council, and the key powers and duties are listed under B in the 'Highlights of Public Act 85-1418.' The three most important powers of the Local School Council are:**
>
> **• To appoint the principal and negotiate a performance contract with the principal.**
>
> **• To help develop and to approve a school improvement plan.**
>
> **• To help develop and approve a school budget.**
>
> **In carrying out these responsibilities, the LSC is a policy-making board, like the board of directors of a business or a non-profit organization. Today, we want to begin by talking about the responsibilities of the principal, who is the main person responsible for carrying out the policies of the Local School Council, as well as sticking to the policies of the school system, the agreements with the unions, and the state and federal laws. The principal is the key manager of the school, like the head of a business who is responsible to a board of directors. You should look for a principal who is a good manager.**
>
> **Let's look at the 'Highlights' under E, where it describes the principal's major responsibilities. "**

2. Review the responsibilities of the principal, one by one, either reading them yourself or asking participants to take turns reading them. Ask them to put the ideas in their own words, to rephrase them, so that you have some confidence that participants understand the principal's responsibilities. Emphasize, whenever possible, what the LSC does and what the principal does, making clear, for example, that the principal decides whether a teacher should be dismissed and not the LSC. Emphasize that principals have important new

powers that they did not have under the old system. Using the law's Table of Contents, point out that these responsibilities of the principal are on pages 56 to 62 of the law.

> **" If you are going to serve on a Local School Council, you can and must learn very specifically what the Council can and must do and what the principal and teachers can and must do, and not get these confused. Let's look at the worksheet called 'The LSC and the Principal: Policy-Making versus Management. "**

Review the major points on the worksheet and emphasize the difference between the Local School Council's responsibilities and the responsibilities of the principal.

3. **" Now let's look at the next worksheet, 'Case Studies: Policy-Making versus Management.' These two examples raise the issue that we have been talking about. Mrs. Grant, will you please read the first example? . . . What do you think? Should the principal have gotten the LSC's approval for buying the computers and hiring the computer training specialist? . . . Where in the 'Highlights' or in the law do you find support for your position? "**

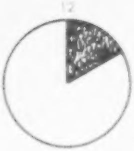
Discuss the other example in the same way, emphasizing the difference between management and policy-making.

**Answer to No. 1.** The principal can buy computers and hire a training consultant without the LSC's approval. The LSC approves a budget, an overall plan for spending money, but the principal carries out its details (see page 37, lines 17-20 of the law).

**Answer to No. 2.** A parent can certainly complain about a teacher, but the principal or assistant decides whether a teacher is unsatisfactory and whether the process of dismissing the teacher should start (see pages 20-25 of the law). The LSC does not have the power to dismiss a teacher.

# ACTIVITY 8

## TEACHERS IN THE NEW SYSTEM

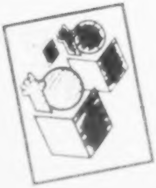


**Time Limit:** 10 minutes

### Objectives:

1. To explain the new role of teachers in the new school system.
2. To explain how the Professional Personnel Advisory Committee (PPAC) fits into the decision-making process at the local school.

### Materials:



1. "Teachers in the New System," page 28
2. "Decision–Making in Your Local School," page 30
3. *Chicago School Reform: PA 85-1418*

### Directions:

1. Review the points that are made on the information sheet entitled "Teachers in the New System," answering any questions. When you reach the point about the Professional Personnel Advisory Committee, explain that you will talk more about that in a minute.
2. Review the points made on the information sheet entitled "Decision–Making in Your Local School." Emphasize the importance of the Professional Personnel Advisory Committee. You might say something like the following:

> **" In addition to the two elected teachers on the Local School Council, teachers and other education staff, like**

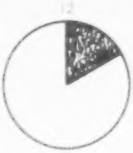
counselors, have an important voice in the school through the Professional Personnel Advisory Committee, or PPAC. This group is elected by teachers and other education staff, and they can set it up with as many members as they want.

The PPAC will advise the Local School Council and the principal on educational issues. Look at the section beginning on page 45, line 21 of the law to see exactly what the PPAC is supposed to do. It helps develop the school improvement plan and advises the principal about curriculum. It can also give advice about other issues. You can expect the PPAC to work very closely with the two teachers on the Local School Council.

In a school that is improving because it puts kids first, all four parts of this diagram will be working together: the Local School Council, the principal, the Professional Personnel Advisory Committee, and the school's other Committees and Task Forces. Parent and community representatives, as well as the principal, must remember that listening to others is essential to improving the school, because if they ignore the advice of the teachers and the other staff who must carry out the plans of the LSC and the principal, the plans will often be ignored or undercut."

# ACTIVITY 9

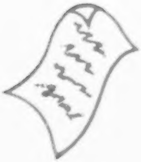
## INVOLVING THE ENTIRE SCHOOL COMMUNITY



**Time Limit:** 10 minutes

### Objective:

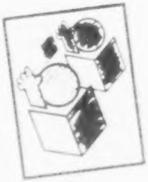
To emphasize the many ways in which the entire school community, including all parents, community residents, and staff, can be enlisted to improve the school.



### Materials:

1. Newsprint, markers, and tape

2. "Decision–Making in Your Local School," page 30



### Directions:

1. Emphasize that the law only spells out the minimum legal framework for the various groups that will need to be mobilized to make school improvement work. Use the diagram called "Decision-Making in Your Local School," and point out the circle labeled Committees and Task Forces. Ask for examples of ways that parents, community residents, and staff can help make school reform work even if they are not on the Local School Council or the Professional Personnel Advisory Committee. Ask the group to come up with examples, and give a few examples yourself, such as:

   - Parent and community committees can be set up to encourage volunteers to come into the school.

   - Parents on an Attendance Improvement Committee can volunteer to visit the homes of children who aren't attending school regularly, to see how they can be helped.

- A committee of local business people could identify ways they can assist the school.

- Committees could be set up to help with specific parts of the school improvement plan. One group can visit other schools to see how they have solved certain problems.

- Specialized committees could advise the Local School Council on bilingual education, special education and compensatory education.

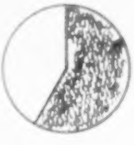
- Grade-level parent committees can plan and assist with classroom tutoring and with special events and trips.

- Staff committees can plan staff development days to teach staff new skills.

After you have explained these examples to the group, ask them if they can list some additional ideas on newsprint.

# ACTIVITY 10

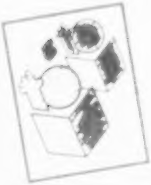
## THE CITY-WIDE SYSTEM HAS CHANGED!



**Time Limit:** 35 minutes

**Objectives:**

1. To familiarize participants with parts of PA 85-1418 beyond the operation of their local school.
2. To emphasize how much power has shifted from the central administration to the local school.
3. To emphasize the ways in which the new system is better than the old one.



**Materials:**

1. "The Old System versus the New System," page 32
2. "The New System Is Better!!!," page 34
3. "Highlights of Public Act 85-1418," pages 1–9
4. *Chicago School Reform: PA 85-1418*
5. Newsprint, markers, and tape

**Directions:**

1. Discuss the information sheet called "The Old System versus the New System," emphasizing how the local school, which used to be on the bottom rung of the bureaucracy, is now at the center of things.

**" Look at the chart called 'The Old System versus the New**

System.' This chart begins to explain changes that were made by the law in other parts of the system, beyond your local school. The biggest change is that your school, which used to be at the bottom of a giant bureaucracy, is now at the center of things.

In the old system, if your school needed some equipment, the principal had to make a request that would go up through the layers of bureaucracy and eventually reach the person who had to deal with it. That person might know little or nothing about your school. This process took months and sometimes years before anything got done. In the new system, if your school needs something (a set of textbooks or a piece of equipment) and your school can afford it, the Local School Council can make it a part of the budget and the principal can move to get it.

Here's another example. In the old system, the Pershing Road bureaucracy approved a very small number of people to become principals. Then the Local School Improvement Council had to make a recommendation from that list. Under the new system, your Local School Council can look directly for a principal. You can put an ad in the *Tribune* or the *New York Times*, and you can choose from anyone who meets certain basic requirements that are set by the state of Illinois.

Under the old system, the central administration took the money that it felt it needed and allowed what was left to trickle down to the schools. Under the new system, the central administration is reduced in size and can only take a set percentage of the total budget of the school system.

Under the old system, the Pershing Road bureaucracy tried to run everything. Now the center of the action is your local school, and the central board and the central administration must focus on doing a few things well. "

2. Now you will briefly explain the following key parts of the system beyond the local school:

   a. The Subdistrict Councils and Subdistrict Superintendent

b. The Central Board and the Central Administration

c. State Money for Low-Income Students

d. The School Finance Authority

For each topic, you will use the "Highlights of Public Act 85-1418" to make key points. As you plan your session, mark a few points under each topic on the "Highlights" pages, so that you will be able to cover them easily. You won't have time to cover all of them. If participants ask questions that you can't answer, record them on the newsprint.

Below, we have suggested a script for one or two key ideas that you should introduce about each of these topics. Then you can follow up these main ideas by discussing the points from the "Highlights" that **you** want to cover.

a. The Subdistrict Councils and Subdistrict Superintendent

> **" The new Subdistrict Councils and Subdistrict Superintendent are nothing like they were under the old system. The Subdistrict Councils will be made up of one elected parent or community representative from each local school. They will have the power to select a Subdistrict Superintendent for a four-year performance contract, just as local schools will choose their principals.**
>
> **The Council and the Superintendent primarily have the responsibility to encourage coordination and communication among schools. For example, four schools in a neighborhood might decide to jointly hire a social worker who could help them carry out a program to keep kids out of gangs.**
>
> **The Council and the Superintendent also are responsible for identifying any Local School Council or principals that are not fulfilling their basic obligations. They can start a process to correct these problems that is spelled out in the law. "**

b. The Central Board and the General Superintendent

" Until May of 1990, there will be an Interim Board of Education appointed directly by the Mayor. After that, the Mayor will appoint a permanent fifteen-member Board of Education from candidates recommended by a screening committee. This screening committee will be made up of elected representatives from Subdistrict Councils.

Both the Central Board and the bureaucracy will focus on doing a few things well. For example, the board will be responsible for food services and transportation. And it will also be responsible for protecting the rights of everyone involved in the new system—parents, principals, teachers, and others. Many of the tasks that used to be carried out at Pershing Road, like developing the curriculum, will be done at the local schools.

Beginning this fall, the Central Board must cut the size of the central administration and pass the savings on to the schools. The size of the Pershing Road bureaucracy will be cut to fit its reduced responsibilities. "

c. State Money for Low-Income Students

" In the past, Chicago has received about $240 million a year in extra funds to help low-income students. These funds are called 'State Chapter I funds.' But Chicago has misused this money, and very little of it has actually benefitted low-income children. The new law requires that the way this money is used will be shifted over a five-year period, so that the money will reach the schools that serve low-income students and so that it will not be used to replace other money, as it has been in the past. "

d. The School Finance Authority

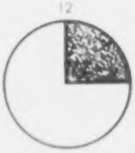
" The School Finance Authority, which now monitors how the Chicago school system spends its money, has been given extra powers for five years to make sure the reform process works. Each year, the Central Board must come up with a plan for making the reform process work, which

**must be approved by the School Finance Authority. Then the School Finance Authority has major powers to suspend or fire people in the school system if the plan is not carried out. "**

3. Review the facts on the worksheet called "The New System Is Better!!! " that summarize key points you have already made about why the new system will do a better job of educating children. Then take a ten-minute break. Before you break, say something like the following:

**" Now you know some basic information about how the new system will work. When we come back together, we will talk very specifically about how you can use the new system to improve the quality of your local school. OK, let's take a ten-minute break. "**

## THE SCHOOL IMPROVEMENT PROCESS



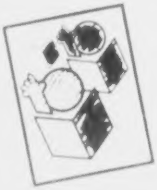
**Time Limit:** 15 minutes

**Objectives:**

1. To introduce participants to a step-by-step process for school improvement.

2. To emphasize why understanding the steps in this school improvement process will be important to candidates for Local School Councils and to LSC members.

**Materials:**



1. "The School Improvement Process," page 36

2. "Highlights of Public Act 85-1418," pages 1–9

3. "Key Ingredients that Can Make Your School Effective," page 16

**Directions:**

This is a crucial part of the training. The process that you begin teaching in this activity can turn schools around, if it is carried out properly. The rest of today's session and all of Session III are what school reform is really all about: building better schools.

The following script contains the key ideas that you want to get across in introducing this process of school improvement.

> **" Now that you understand more about the new law and about how the new system will work, we want to come back to the point that we started with in the first session.**

The whole purpose of the new law is to help you work together as parents, community residents, teachers, and principals to improve your local school for your children. If you don't use the new system to put kids first, then the changes that we fought for in Springfield will be useless.

So, we're going to spend the rest of this session and most of the final session talking about the process that is diagrammed on the worksheet called 'The School Improvement Process.' If you carry out this process properly, it is the key to making your school successful. If your school can carry out the six steps on this worksheet, then you can create a good school.

Step 1 is to understand the ingredients of an effective urban school where children learn. This will give you an idea of what you should be shooting for, about what needs to be changed in your school. Remember that in the first session we discussed the worksheet called 'Key Ingredients that Can Make Your School Effective.' Take a look at that worksheet again. We will be coming back to it in a few minutes.

Step 2 in the school improvement process is to gather information about the strengths and weaknesses of your school. Look at the list of 'Key Ingredients.' Is your principal an educational leader? Is the school safe and attractive? You need to gather information to find out.

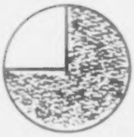
Step 3 is to develop a school improvement plan that spells out specific steps for building on your school's strengths and overcoming its weaknesses. Developing a school improvement plan is one of the first major responsibilities that a Local School Council will carry out. If you look at Section C of the 'Highlights,' you will see some specifics about what the law says about this school improvement plan. We will be talking much more about these specifics in the third session. "

Briefly review Steps 4-6 in the school improvement process, and end with the following.

" For the rest of this session, we are going to concentrate on Steps 1 and 2 in the school improvement process: understanding the ingredients of an effective urban school and gathering information about your school's strengths and weaknesses. These steps are critical not only if you are elected to your Council, but also if you are interested in running. If you are going to be a candidate for your Local School Council and your main goal is to improve your school, you need to learn what should be going on in a good school and then gather specific information about the strengths and weaknesses of your school to use in your campaign. "

# ACTIVITY 12

## GATHERING INFORMATION ABOUT YOUR SCHOOL: AN EXAMPLE

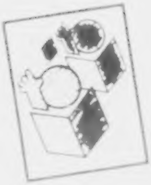


**Time Limit:** 45 minutes

**Objectives:**

1. To reinforce the importance of learning more about the ingredients of an effective school.

2. To involve participants in thinking about what specific methods they would use to gather information about the strengths and weaknesses of their school.



**Materials:**

1. "Key Ingredients that Can Make Your School Effective," page 16

2. "Safe Attractive School," page 37

3. "Interviewing Your Principal about Discipline," page 40

4. "School Interview Form" (three copies), pages 41–43

5. Newsprint, markers, and tape

**Directions:**

1. **" We are going to use one ingredient of an effective school as an example, so that we can think about what makes a good school and how we would gather information about our school's strengths and weaknesses. We are going to focus on the second ingredient on your list of 'Key Ingredients that Can Make Your School Effective,' which is that the school is safe and attractive.**

Look at the three-page worksheet called 'Safe Attractive School.' It says that a safe attractive school is a school where 'The staff creates an atmosphere in the school that is orderly, safe, serious, and attractive—without being oppressive.' Then it lists a whole lot of specific things you can look for to determine whether or not your school is safe and attractive.

If you are going to run for your Local School Council and if you are elected and then work on a school improvement plan, you can't just depend on your hunches or impressions about issues like whether or not your school has good discipline or is overcrowded. You need to gather evidence.

Evidence can come from different sources. For example:

- You can interview the principal, teachers, other school staff, students, or parents.

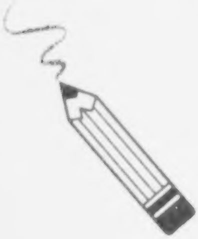
- You can walk around the school and observe what is happening.

- You can get statistics about a particular problem that someone else may already have collected. For example, if you think your school is overcrowded, you can get information about how many students attend your school and the maximum number of students that the school system says should be attending your school (its capacity).

Now, we are going to go over some of the specifics of what you should see in a safe attractive school. And for some key ones that I've picked out, I want to get your ideas about how you would check out your local school to see where it stands.

For example, let's take the first point: 'The school has its own discipline rules. These rules are clear, written down, and distributed to all teachers, parents, and students.' How could you find out if the school has discipline rules that are written down? How could you find out if they have been distributed to all teachers, parents, and students? "

Continue to review the specifics of a safe attractive school. For numbers 1, 4, 8, 10, 13, 15, 18, 20, and 23, spend time getting ideas from the group about how they would determine whether that specific ingredient is in their local school.



Have the Recorder write these ideas down on newsprint. Encourage participants to think of different ways they could gather information about a specific ingredient, by asking questions, by observing, by getting statistics. Adjust the number of points you discuss according to the available time. The most important objective is to **get the participants involved** in thinking about how they would gather information about their school.

2. The next step is to conduct an imaginary **interview with the principal.** After participants have had a chance to think about how they would gather information about their school's safety and attractiveness, have your participants break into small groups to develop five specific questions about discipline that they would ask their school's principal. Then, have them ask you these questions as if you were the principal. Depending on the size of your group, you can break them into smaller groups, using the method of counting off that you used in Session I.

> **" Now, you will get a chance to see how well you can gather information by interviewing your school principal about discipline. On the worksheet called 'Safe Attractive School,' the first set of ingredients focuses on discipline.**
>
> **Please read this list of ingredients and then decide on five questions you would ask your school principal in an interview to determine the strengths and weaknesses of discipline in your school. Write the five questions down on the worksheet called 'Interviewing Your Principal about Discipline.' After you have come up with five good questions, we will pretend that you are a group of parents and I am your school's principal. You had better make the questions specific, because I am not going to tell you anything you don't ask about very specifically. "**

Have the group break down to develop their questions. Give them ten minutes, then call them back together. Have each group (or two groups if there are too many participants) ask their questions to you, with you acting as if you are the principal. The role you should play is that you will only give them information that responds directly to what they ask. You won't lie, but **you won't volunteer information** either. After each role-playing of the interview, ask for reactions about the quality of the questions.

3. End the session by explaining the homework.

> **" I am going to give you a simple homework assignment that will allow you to begin to gather information about your school. Look at the worksheet called 'School Interview Form.' You have three copies of it. What you need to do is to have a very short interview with three different people who know about your school and ask them the two questions on the form. You can interview parents, teachers, non-teaching staff, students, or principals. We will use the results of your interview at the beginning of the next session.**
>
> Thanks for coming. Is everybody clear that our next session is on (date) at (place)? (Write time and date on newsprint.) See you next time. "

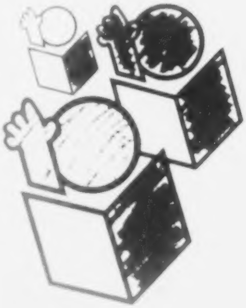
# SESSION III

# DEVELOPING A SCHOOL IMPROVEMENT PLAN AND RESOURCES FOR MOVING AHEAD

This four-part session helps participants learn more ways to gain information about their schools, shows how they can use that information to create a school improvement plan, and points them toward some resources for additional help.

**PART I: Getting Started**
  Activity 13: Introduction
  Activity 14: Reviewing the Homework

**PART II: Learning More about Your School**
  Activity 15: More about the School Improvement Process
  Activity 16: More about Ingredients of an Effective School



**PART III: Developing a School Improvement Plan**
  Activity 17: Developing a Plan: Information about Wynn School
  Activity 18: Developing a Plan: Acting Like a School Improvement Council

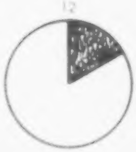
**PART IV: Resources for Moving Ahead**
  Activity 19: Resources for the Future
  Activity 20: Celebration and Evaluation

# BEFORE THE SESSION BEGINS

Review the tips at the beginning of Session I that are called "Before the Session Begins," on page 10 and follow these tips in setting up for the meeting.

# ACTIVITY 13

## INTRODUCTION



**Time Limit:** 10 minutes

**Objectives:**

1. To welcome the group back.
2. To present answers to the questions you could not answer at Session II.

**Materials:** Newsprint, markers, and tape

**Directions:**

1. Welcome the group back. Make sure you have a Timer and a Recorder again. Tell people how much you appreciate their coming and how important it is for them to stay involved in school reform.
2. Present answers to the questions you collected at the previous session. Hang up the newsprint with the questions and review them one by one.

# ACTIVITY 14

## REVIEWING THE HOMEWORK

**Time Limit:** 20 minutes

**Objective:**

To help participants analyze school problems and solutions to problems that they might raise as Local School Council candidates or as members of Local School Councils.

**Materials:**

1. Newsprint, markers, and tape
2. "School Interview Forms" from the last session, pages 41–43
3. "Key Ingredients that Can Make Your School Effective," page 16

**Directions:**

1. Ask participants to get out their homework, the answers to the questions on the three "School Interview Forms." Tell people who haven't done their homework to take a minute and answer the two questions themselves, so they can at least give their own point of view as part of this activity. Ask the Recorder to write down what participants say on the newsprint.

2. Ask each participant to give one answer to the first question, "Name one thing that is good about your school." Try to get at least one response from each person.

3. Ask the participants what ideas came up more than once. In other words, have several people who were interviewed come

up with the same answer to the question?

4. Ask each participant to give one answer to the second question, "Name one thing that could be improved about your school."

5. Again, ask the participants what ideas came up more than once. Have several people come up with the same answer to the question?

6. Ask the participants to take another look at the worksheet, "Key Ingredients that Can Make Your School Effective." For the school problems that have come up more than once, ask if each of these problems fits under one of the ten ingredients.

End the homework review by saying something like the following:

> **" If school reform is going to work, you must become leaders in sorting out what is good about your school and what needs to be improved. Today, we're going to discuss some more information about how you can evaluate your school and how you can help make a plan to improve it, which is one of the key responsibilities of the Local School Councils under the law. "**

---

FACILITATOR TIP:

1. Be prepared; some people may not have done the homework. As suggested before, get everyone involved by asking them to answer the interview question for themselves if they haven't done any interviews.

# ACTIVITY 15

## MORE ABOUT THE SCHOOL IMPROVEMENT PROCESS

**Time Limit:** 20 minutes

**Objectives:**

1. To briefly review the school improvement process described in the last session and to show participants where the homework exercise fits into this process.

2. To review the process of developing a school improvement plan, as it is described in the law.

3. To emphasize how important it is for candidates for the Local School Council to think about school improvement.

**Materials:**

1. "The School Improvement Process," page 36

2. "Highlights of Public Act 85-1418," pages 1–9

3. *Chicago School Reform: PA 85-1418*

**Directions:**

1. **" At the last session, we talked about the steps in the school improvement process. Please turn to the worksheet called 'The School Improvement Process' again. "**

Briefly review the steps in the process. Ask what step in the process the group was doing in the homework assignment.

**" That's right, Step 2, 'Gather information about your school to see what its strengths and weaknesses are.' Now, one**

> **one point that I want to emphasize is that the school improvement process is part of the law, and one of the first responsibilities that you will have if you become a Council member is to develop a school improvement plan for your school. Let's see what the law says about the school improvement process. "**

2. Use Section C of the "Highlights of Public Act 85-1418" to review the major points about the school improvement plan. Then ask the participants to take out their full copy of the law and ask them to use the index to find for themselves the part of the bill that describes the school improvement plan and the process for developing it. Encourage participants to read this part of the bill on their own.

3. End by emphasizing the importance of gathering information about the school and having ideas about school improvement if you are going to be a good candidate for a Local School Council.

> **" Remember, if you're going to run for your Local School Council, you must start developing your ideas about how to improve your school. If you campaign by going door-to-door or if you speak at a forum for candidates, people will be asking, 'What do you think is wrong with our school? How would you make it better?' So you must start thinking about what answers you are going to give to these questions. "**

4. Give an overview of what you are going to be doing next.

> **" Today, we're going to give you some practice in what it will mean to develop a school improvement plan. First, we're going to discuss some more information about the ingredients of an effective school, which you will use in your school improvement planning. Then, I'm going to give you some information about our imaginary school, the Wynn School, and give you a chance to think about this information and begin to develop a plan for improving Wynn School. "**

# ACTIVITY 16

## MORE ABOUT INGREDIENTS OF AN EFFECTIVE SCHOOL

**Time Limit:** 30 minutes

**Objectives:**

1. To reinforce the importance of learning more about the ingredients of an effective school.

2. To introduce information about two more ingredients that will be used in developing a school improvement plan for Wynn School.

3. To involve participants in thinking about what specific methods they would use to gather information about the strengths and weaknesses of their school.

**Materials:**

1. "Key Ingredients that Can Make Your School Effective," page 16

2. "The School Improvement Process," page 36

3. "Staff Combats Truancy and Dropout," page 44

4. "Learning to Read Is the First Priority," page 46

5. "Learning to Read: The Four Critical Experiences," page 48

6. Newprint, markers, and tape

**Directions:**

1. " At the last session, we discussed one of the ingredients of

**an effective school. Look at the list. Which one was it?**

**To help us in developing the school improvement plan for the Wynn School, we are going to discuss some basic information about two more of the ingredients of an effective school. As we discuss them, I'm going to ask you how you would gather information to see whether or not your local school has these ingredients. What we're doing is more work on Steps 1 and 2 in 'The School Improvement Process.'**

2. **First, let's look at the ingredient called 'Staff Combats Truancy and Dropout.' It says that an effective school is one where 'The school staff makes serious efforts to combat truancy and dropout.'**

**The worksheet describes some of the problems that you must deal with to cut down on truancy and dropout in your school. Let's go over them. "**

Review the fact sheet point by point. When you come to the points numbered 2, 4, and 6, ask the participants how they would gather information to see if their school had that specific ingredient, just as you did in Session II for "Safe Attractive School." If you'd like, pick out additional points and ask how the participants would investigate whether the school has those ingredients.

As you review the points on the fact sheet, you can reinforce the importance of gathering information by saying something like the following:

**" The fact sheet says that an effective school 'keeps accurate attendance records for each child. The principal and teachers know which students have an attendance problem.' How would you gather information about whether your school keeps accurate attendance records? Remember, as I said last week, evidence can come from different sources, such as:**

- **Interviews with the principal, teachers, other school staff,**

**or parents.**

- **Walking around the school and observing what is happening.**

- **Statistics about the problem that you or someone else has already collected.**

**So how would you find out whether your school is keeping accurate attendance records? "**

Ask similar questions when you come to other important points on the sheet.

3. **" Now let's look at the fact sheet called 'Learning to Read Is the First Priority,' which is another ingredient of an effective school. The fact sheet says that in an effective school, 'the school staff defines learning to read in the broadest sense as the school's first priority, and uses all school subjects and resources to make sure it happens.' "**

Repeat the process above, by reviewing the major points on the fact sheet (try numbers 3a, 4a, 6a, and any others that you feel are appropriate). Ask participants how they would determine whether these ingredients are present in their school.

When you reach number 3 of the fact sheet, which begins "To learn to read well, students must have daily opportunities to . . . ," use the sheet called "Learning to Read: The Four Critical Experiences" to help participants understand what each of the four experiences means. Then ask them how they would know whether children in their school were getting a chance to have these four critical experiences.

4. Sum up:

**" At the last session and the beginning of this one, we've talked about three of the ingredients of an effective school:**

- **An effective school is safe and attractive.**

- An effective school combats truancy and dropout.

- An effective school makes learning to read the first priority.

We can only scratch the surface in helping you understand these ingredients, and there are more ingredients you need to learn about. What we're trying to do in these sessions is to get you started on what you need to learn to become a good Local School Council member or to be active in improving your school, whether you are on the Council or not. Now, we're going to put these ideas to work at the Wynn School. "

# ACTIVITY 17

## DEVELOPING A PLAN: INFORMATION ABOUT WYNN SCHOOL

**Time Limit:** 30 minutes

**Objective:**

To teach participants to begin to use information about the ingredients of an effective school and information about a particular school to develop a school improvement plan.

**Materials:**

1. "Case Study: Wynn School" information, pages 49–65

**Directions:**

1. " We are the Local School Council of Wynn Elementary School. We have just been elected. In the past, Wynn School has been considered a bad school. Children didn't learn, there was much fighting among students, and there was gang activity among the older students. Last spring, the principal, Mr. Smathers, retired, and a new principal, Mrs. Fisher, took over before the new law took effect. She was the choice of the Local School Improvement Council last spring, and she seems very anxious to work with the Local School Council, although she doesn't make clear statements about what she would like to change.

   Members of the Local School Council have agreed that they want to make Wynn an effective school, with the ingredients of an effective school that we have been discussing. They want to begin by focusing on improving discipline and safety in the school, dealing with student truancy, and improving the ways that students are taught to read.

The Council members have agreed to come back together after looking at some of the information that is available about the school and talking with some of the staff and parents about the school's problems and how it can be improved.

We are about to start a meeting to discuss the information that people are beginning to pull together. You have a set of informational materials about Wynn School. First, we're going to go over them and discuss them. Then, we're going to break down into small groups, so that you can use this information to take the first steps in developing a plan for improving the Wynn School. "

2. " Look at the first page of the Wynn School materials. It gives you some background about the school. "

Go over these points with the participants. Then, move to the next page.

" This is the basic information about the school from a book that the school system puts out called *Selected School Characteristics*. Pages 50–51 in your materials is the data about Wynn School. This kind of data can be very useful. But you must be careful, because the data can often be wrong. Look over the pages. Assume, for a minute, that the data is accurate. What are some things that you can tell about Wynn School from this data? "

Get three or four answers to your question and then point out some specifics.

" The reading test scores are for the achievement tests given every year. Look at the row marked 'Reading' for the year 1988. The numbers, like 2.8 in the second column in the first row across from 'Reading,' mean second year, eighth month. That means that the average child in second grade was reading at the second year-eighth month level when the reading test was given in the spring of 1988. The national average for second grade is second year, eighth month, so the children were reading at the national average in second grade, if these test results are right.

Now look at the reading results for eighth grade. The typical student at Wynn should be reading at eighth grade-eighth month to meet the national average, but the typical eighth grade student is only reading at the seventh grade-seventh month, more than a year below the national average.

It may take you a while to understand how to interpret this reading test information if you haven't worked with it before, so don't be discouraged if you don't understand it right away. Look across the row marked 'Reading: 1988.' What pattern do you see here, remembering that if the students in a grade were reading at the national average, they should be at the eighth month for their grade level?

Now, look at the attendance figures. They look very good, because even in the best schools, about 5% of the students are absent on an average day because of illness. But several Local School Council members found, as they were gathering information about Wynn School in their campaign, that many more students seemed to be absent than the official figures showed. You can't simply trust these kinds of official numbers. You have to check them out in other ways.

Notice that the school's total budget for 1988 was $3,705,030, a lot of money. Page 52 summarizes the numbers of teachers and other school staff that were part of that budget. Look over the list. What questions does it raise for you that you would like to get more information about?

On page 53, we have summarized some observations that two parent members of the Local School Council made on a morning visit to the school. "

Review the observations. Then ask:

" What do you see here that indicates some problems in the school and some ideas about how they could be solved?

On page 55, we have summarized some observations made by a parent and a teacher who are both members of the Local School Council and who visited three classrooms together. After observing in the classroom a while, they talked briefly with each teacher. Their notes on what the teachers said are listed. "

Review the observations, then ask:

“ What do you see here that indicates some problems in the school and some ideas about how they could be solved?

Page 57 shows some information that the Local School Council asked the principal to put together about student attendance. Council members were concerned that there were many more students absent than the official records showed, and that there was a lack of follow-up with students who were absent. "

Review the information that the principal provided, then ask:

“ What do you see here that indicates some problems in the school and some ideas about how they could be solved?

Page 58 gives a brief summary of what the principal said at the first meeting of the Local School Council, which turned into a kind of interview with her carried out by Council members. "

Review the main points of the interview, then ask:

“ What do you see here that indicates some problems in the school and some ideas about how they could be solved? "

After this discussion, say:

“ OK, take a ten-minute break. When we get back, you're going to decide how to start improving Wynn School. "

# ACTIVITY 18

## DEVELOPING A PLAN:
## ACTING LIKE A SCHOOL IMPROVEMENT COUNCIL

**Time Limit:** 40 minutes

**Objectives:**

1. To provide participants with practical experience in developing a school improvement plan.

2. To emphasize the importance of working as an effective group while developing the improvement plan.

**Materials:**

1. "Key Ingredients that Can Make Your School Effective," page 16

2. "Safe Attractive School," page 37

3. "Staff Combats Truancy and Dropout," page 44

4. "Learning to Read Is the First Priority," page 46

5. "The School Improvement Process," page 36

6. "Ingredients of a Group that Works," page 18

7. "Case Study: Wynn School—School Improvement Planning Form" (three copies), page 60–65

**Directions:**

1. " I want you to draw on everything that you've learned up to this point. You've learned about the law and about what

your responsibilities are as a Local School Council. You've learned about the school improvement planning process and the key ingredients of an effective school. And you've learned some ways for gathering and thinking about information about a school and gotten some specific information about the Wynn School.

Here is your task. You will have 30 minutes to meet together in a small group. Pick one person to be the chairperson of the group, but don't spend a lot of time making the choice. You have a lot of work to do. You have three worksheets called 'School Improvement Planning Form.' Your group's task is to complete one of them for each of the three major issues that the Wynn Local School Council has decided to make a priority: (1) improving student discipline and safety, (2) cutting truancy, and (3) improving the way reading is taught.

Developing a full school improvement plan will take a month or more. But your committee's task is to do a small part of the bigger job. As the 'School Improvement Planning Form' indicates, your group will take one of these three priority areas at a time and (1) identify one important problem that the Wynn School has in this area, (2) identify one key thing that will be different about the school when this problem is solved, and (3) list three specific steps that should be part of your school improvement plan to move the school from where it is now to where you want it to be.

As you think about the specific steps you want to take, be sure to think about how different groups can help to solve the problem, including (1) the Local School Council, (2) other parents, (3) community groups, (4) local businesses, (5) the principal, (6) teachers, and (7) other school staff. Come back ready to talk about one of the three priority problem areas. Pick the one where you think you came up with the best ideas.

Also, remember that we talked about what it means to be part of an effective group, which is summarized on the worksheet called 'Ingredients of a Group that Works.' Take those ideas to heart — listen to each other, give everyone a chance to talk, work together. "

Have people count off into small groups, the way that they have in the past.

2. Give the group 30 minutes to meet and move around to advise them. Encourage them to spend about 10 minutes on each topic.

3. Have the small groups report back on one of the three topics that they worked on. Focus on questions like the following in leading a discussion of their plans:

   a. What is the evidence that a problem they have identified really exists?

   b. What was the source of their ideas about how the school would be different if the problem were solved? Ingredients of an effective school? Personal idea?

   c. Are the steps that they plan to take clear? Are they realistic?

   d. Have they drawn on all the resources of the school community? What other resources could be tapped?

## RESOURCES FOR THE FUTURE

**Time Limit:** 10 minutes

**Objectives:**

1. To reinforce that participants need to learn much more and look for opportunities and resources for their learning.

2. To get feedback from the participants about the kinds of issues they are most interested in learning about.

**Materials:**

1. "Your Priorities for the Future," page 66

2. "Resources for Better Schools," page 68

**Directions:**

1. **" As we have emphasized over and over again, we can't do more in three sessions than give you some very basic information about the school reform law and about what it will take to improve your school. I'd like you to take a minute to fill out the form titled 'Your Priorities for the Future,' which will give us an idea about the kinds of issues you want to learn more about. Please don't check everything as top priority, or it won't be helpful. "**

2. Allow the participants about five minutes to complete the form, then ask a few of them to indicate what they most want to learn more about, and why.

3. **"Look at the final section of your materials, called 'Resources for Better Schools.' It lists some groups who are committed to providing training and help to make reform**

work. Find groups who say they have information available on issues you are interested in or active in your neighborhood. Give them a call. We will also be sending out information in the future about good workshops and materials that might interest you. "

# ACTIVITY 20

## CELEBRATION AND EVALUATION

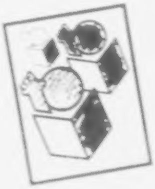
**Time Limit:** 10 minutes

**Objectives:**

1. To celebrate the completion of training and the potential of making a difference at local schools.

2. To get feedback to help improve the materials and the workshop.

**Materials:**



1. "Workshop Evaluation Form," on the last page

2. Certificate of Accomplishment (optional)

3. Refreshments, if possible

**Directions:**

1. Congratulate the participants. They are heroes! Remind them that they are essential in the process of school reform and that the future of our whole school system depends on their continued efforts.

2. Fill out a Certificate of Accomplishment for each participant, signed by you or someone from your organization, and present it to every person who completed the training.

3. Ask each group member to take a few minutes to fill out the evaluation form.

4. Give a few people a chance to indicate answers to each question.

5. Offer your congratulations again, and then ask the participants how they feel after making this important step towards improving the schools. Tell them that if they need help or advice in the future, you will try to provide it or help them find it.

6. Adjourn the meeting on a high note. If possible, serve refreshments to encourage people to stay around for a few minutes. The informal setting will help them make plans for working together in the future.

7. Pat yourself on the back for a job well done. You're a hero, too!

# Kids First.

## LEADERSHIP GUIDE FOR SCHOOL REFORM

## PARTICIPANT'S RESOURCE MATERIALS

# Kids First.

## LEADERSHIP GUIDE FOR SCHOOL REFORM

## PARTICIPANT'S RESOURCE MATERIALS

A three-session program to prepare parents, community residents, and teachers for leadership roles in Chicago's schools

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The Chicago School Reform Training Task Force includes the following members (organizations listed in parentheses are for identification purposes only):

Sam Ackerman (Concerned Parents Network); Aspira, Inc., of Illinois; William Ayers (University of Illinois College of Education); Jeanne Baxter (Project Co-Lead); Chicago Panel on Public School Policy and Finance; Chicago Urban League; Citizens Schools Committee; Civic Committee of The Commercial Club of Chicago; Clarence Darrow Community Center; Designs for Change; Developing Communities Project; Interfaith Organizing Project; Latino Institute; Leadership for Quality Education; Near North Development Corporation; Near Northwest Neighborhood Network; Network for Youth Services; Northwest Community Organization; Organization of the North East; Parents United for Responsible Education; People's Coalition for Educational Reform; Evelyn Roman–Santos (Elementary and Secondary Education Advisory Committee for Senator Miguel del Valle); Save Our Neighborhoods, Save Our City Coalition; South Side SCHOOLWATCH; The Woodlawn Organization; United Neighborhood Organization of Chicago; and Voices for Illinois Children.

The immediate goal of the Training Task Force is to ensure that quality training is widely available for candidates for Local School Councils and others who want to work to improve their Chicago schools. No group or individual using this material may charge for training sessions or require some other fee (such as an organizational membership fee) as a condition for providing training. Training using these materials must be provided on a non-partisan basis.

# ACKNOWLEDGEMENTS

These training materials are the result of the hard work of hundreds of people who have helped make Chicago school reform a reality. More than forty organizations campaigned to pass the Chicago School Reform Act; now we are continuing to work together and expanding to make quality education a reality in every Chicago school.

Shortly after the law passed, six task forces, including the Chicago School Reform Training Task Force, were formed to make sure the law was carried out fully. The initial goal of the Training Task Force is to provide introductory training about school reform to 10,000 parents, community residents, and teachers who wish to consider running for their Local School Council or assuming other leadership roles in their school.

Training Task Force members agreed to a detailed outline of this introductory training course. Designs for Change provided leadership in developing a curriculum, drafted by Cyrus Driver, consistent with this outline. This curriculum drew heavily on Designs for Change's past training experience in Chicago SCHOOLWATCH, and training materials were pilot-tested in Designs for Change's School Reform Catalysts program.

Training Task Force members then reviewed, revised, and approved the final curriculum, with special involvement from Sam Ackerman, Coretta McFerren of People's Coalition for Educational Reform, Don Moore of Designs for Change, and Arthur Jefferson and Bernie Noven of Parents United for Responsible Education.

These crucial materials couldn't have been produced without exceptional assistance from a variety of sources. The Civic Committee of The Commercial Club of Chicago, Chicago United, and Leadership for Quality Education assisted in finding support for design and printing, especially through the efforts of John Ayers. And R.R. Donnelley & Sons Company made a major donation in printing the materials.

Janis Boehm Design produced the materials. Patrick Barry edited the text. Elda Leal translated the material into Spanish. And Jean Newcomer coordinated production. Don Moore of Designs for Change chairs the Training Task Force.

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# HIGHLIGHTS OF PUBLIC ACT 85-1418

## A. LOCAL SCHOOL COUNCILS—COMPOSITION/SELECTION

- A Local School Council shall be established for each attendance center, which shall consist of: the principal; six parents elected by parents; two community residents elected by community residents; and two teachers elected by the school's staff. In magnet schools parents and school staff elect community resident representatives. Parents and community residents on the Council may not be school district employees. In addition, one student shall be elected at each high school to serve as a non-voting member. Members serve two-year terms.
- On a date in October set by the Central Board, elections take place in all-day balloting at each school.
- The Local School Council shall elect one of its parents or community members to serve as the Council's representative on the Subdistrict Council.

## B. LOCAL SCHOOL COUNCIL—POWERS/DUTIES

Some of the key powers of the Local School Council:

- To directly appoint, upon seven affirmative votes, a new principal to serve under a four-year performance contract. If the Council fails to directly appoint a principal by casting seven votes for one candidate, the Council shall submit a list of three candidates, listed in order of preference, for the position of principal, one of whom shall be selected by the Subdistrict Superintendent. Individuals selected as principals must only meet state certification requirements for an administrator, and the school district may not impose additional eligibility requirements.

One-half of the Councils shall have the opportunity to select a principal for a contract that begins on July 1, 1990, and one-half on July 1, 1991, with the appointments of current principals terminating on these dates. The year in which a Council makes its initial principal selection will be determined by lot.

- To negotiate and approve a performance contract with the principal. The Council may add to the basic system-wide performance contract, if such additions are not discriminatory and not inconsistent with basic contract provisions developed by the Central Board of Education.
- To evaluate the performance of the principal and determine whether the principal's performance contract shall be renewed at the end of four years.
- To help develop and to approve a school improvement plan, which spells out how the school will boost student achievement, cut truancy and dropout rates, and prepare students for employment and further education (see additional explanation in Section C).
- To help develop and to approve a budget for the attendance center, drawing on a lump sum allocation of money from the Central Board (see additional explanation in Section D).
- To advise the principal concerning attendance and disciplinary policies.
- To evaluate the allocation of teaching resources and other staff to determine whether such allocation is consistent with the school improvement plan.
- To receive training in school budgeting, educational theory, and personnel selection, either from the central administration or from an independent organization of the Local School Council's choosing.

## C. SCHOOL IMPROVEMENT PLAN

- A three-year school improvement plan shall be developed and implemented at each attendance center. With leadership from the principal, the Local School Council shall help develop and shall approve the plan, working also with the Professional Personnel Advisory Committee (see additional explanation in Section F).
- The plan shall focus on bringing student achievement, attendance, and graduation rates up to and above national norms and on preparing students for further education and employment.
- The plan shall analyze the school's strengths and weaknesses

and spell out major activities that will be carried out to achieve these improvements in student performance.

- The plan shall spell out the major assumptions and directions of the school's curriculum for reaching these objectives.
- The plan shall spell out any staff training needed by teachers for carrying out improvements in the school.
- The plan shall spell out steps that will be taken to involve parents and community and business groups in improving the school and steps that will be taken to educate parents as to how they can assist their children at home in preparing them to learn effectively.
- The principal shall have the primary responsibility for directing implementation of the plan, with the Council monitoring its implementation.

### D. SCHOOL-BASED BUDGETING

- Beginning in the 1990-91 school year, the Central Board shall appropriate a lump sum allocation for each attendance center, based on the school's enrollment and on the special needs of the student body.
- Within state and federal law and collective bargaining agreements, Local School Councils shall have flexibility to allocate available funds to support those activities that they judge most necessary to implement their school improvement plan.
- The Local School Council may request waivers of Central Board policy from the Central Board or waivers of collective bargaining agreements from affected unions to facilitate the implementation of their school improvement plan.

### E. PRINCIPAL'S AUTHORITY

- After September 1, 1989, if any vacancy occurs in the position of teacher or any educational personnel (including assistant principals, counselors, and teacher aides), or if an additional or new position for a teacher or any educational personnel is created at an attendance center, that position shall be filled by an appointment made by the principal.
- Teachers with a satisfactory rating who have tenure have a

right to remain at their present school. However, the filling of new positions or vacancies for teachers and other educational personnel shall be without regard to seniority, but shall be based on merit and ability to perform in that position. Tenured teachers who lose their position in a school because of declining enrollment or curriculum change must be considered for vacant positions in other schools to which they apply, but need not be selected. However, such teachers are guaranteed some form of employment by the school system.

- Teachers rated as unsatisfactory may be dismissed by the principal after a 45-day remediation period in the classroom. However, the principal and the consulting teacher assigned to work with the unsatisfactory teacher may, at their discretion, extend the remediation period for up to a total of one year, although the balance of the remediation may take place outside the classroom. Assistant principals, as well as principals, may carry out the process of teacher rating and remediation. A teacher who is dismissed retains current rights to due process appeal of the dismissal.

- The principal shall be responsible for supervising all educational staff.

- The "engineer in charge" of each attendance center shall be accountable to the principal for the safe, economical operation of the plant, and for the performance of all persons employed under the direction of the engineer in charge. The engineer in charge shall carry out the "reasonable orders" of the principal.

- The "food service manager" is under the same obligation to the principal as the engineer in charge.

- The principal shall be responsible for providing leadership in developing a school improvement plan and school budget and shall have the responsibility for carrying out the school improvement plan and administering the budget.

- The principal, with the assistance of the Professional Personnel Advisory Committee, shall develop the specific methods and content of the school's curriculum, within system-wide curriculum objectives and standards and the specifications of the school improvement plan.

## F. TEACHER INVOLVEMENT

- A Professional Personnel Advisory Committee shall be elected by teachers and other certified personnel at each school to advise the principal and the Local School Council concerning curriculum, staff development, the contents of the school improvement plan, and the school's budget.

## G. SUBDISTRICT COUNCIL AND SUPERINTENDENT

- Subdistrict Councils shall be established in subdistricts defined by the Central Board of Education. Subdistrict Councils shall be composed of one elected parent or community member from each Local School Council within the Subdistrict.

- All Councils shall have the opportunity to select a Subdistrict Superintendent for a contract that begins on July 1, 1991.

- Subdistrict Councils shall directly select the Subdistrict Superintendent for a four-year performance contract if 60% of Council members agree on a candidate. The Subdistrict Council shall submit three nominees for Subdistrict Superintendent listed in order of preference to the General Superintendent if 60% of the Council cannot agree on a candidate. The General Superintendent must select one of these nominees. Individuals selected as Subdistrict Superintendent must only meet state certification requirements for an administrator, and the school district may not impose additional eligibility requirements.

- The Subdistrict Council shall negotiate and approve a four-year performance contract for the Subdistrict Superintendent. The Council may add to the basic system-wide contract for Subdistrict Superintendents, if such additions are not discriminatory and not inconsistent with basic contract provisions developed by the Central Board of Education.

- The Council shall evaluate the performance of the Subdistrict Superintendent and determine whether his or her performance contract shall be renewed at the end of four years.

- The Subdistrict Superintendent shall identify schools that are not taking appropriate steps to improve and shall initiate a series of steps to remedy such non-performance, which include the development of a remediation plan and probation. The Subdistrict Council shall approve or disapprove the recommendations of the Subdistrict Superintendent concerning these actions to improve non-performing schools.

As a last resort, the Central Board may remove the Local School Council, the principal, or the school staff at a non-performing school, or close the school.

- The Council and Subdistrict Superintendent shall promote coordination and communication among Local School Councils and schools within the subdistrict on a number of issues, including the development of joint programs among schools.
- The Subdistrict Council shall elect one of its members to serve on the School Board Nominating Commission.

## H. INTERIM BOARD OF EDUCATION

- Thirty days after the effective date of this Act, the terms of current central board of education members were terminated, and a seven-member Interim Board was created. This Interim Board shall serve until May 15, 1990, or until a permanent Central Board is nominated and approved (whichever is later).
- The Interim Board assumes all powers and duties of the Central Board, but its actions are limited to those that will not impede the Act's reform provisions.

## I. SCHOOL BOARD NOMINATING COMMISSION

- A School Board Nominating Commission, composed of one member elected from each Subdistrict Council and five members appointed by the mayor, screens candidates for the permanent Central Board. The Commission shall submit to the mayor a slate of three candidates for each vacant or new position on the Central Board of Education.
- Within 30 days after a slate of candidates is approved by the Commission, the mayor shall select a candidate as board member from the slate. If none of the candidates on the slate is selected by the mayor or if the mayor's selection is disapproved by the City Council, the Commission shall conduct further hearings to develop a new slate.

## J. CENTRAL BOARD OF EDUCATION AND GENERAL SUPERINTENDENT

- A new Central Board of Education consisting of 15 members, selected by the School Board Nominating Commission and the mayor, shall take office on May 15, 1990, or as soon after that date as its members have been named.

- The Central Board has the powers and duties of a board of education, as prescribed in state law, but these powers and duties are subject to the other provisions of this Act. Among its specific duties are the specification of system-wide curriculum objectives and standards, supervision of special education and bilingual education, provision of transportation and school meals, the development of a system-wide discipline code, and construction, major renovation, and closing of individual attendance centers. Further, the Central Board shall insure that all courses necessary to comply with the Board of Higher Education's increased admission requirements for state universities are available to students in every high school.

- The Central Board shall prepare a "system-wide educational reform goals and objectives plan" which must be approved by the School Finance Authority. The Central Board must then implement this plan to the satisfaction of the Finance Authority (see additional information in Section N).

- The Central Board selects a General Superintendent to implement its responsibilities. After a national search, the General Superintendent is selected for a three-year performance contract.

- The General Superintendent is responsible for negotiating all collective bargaining agreements, which must then be approved by the Central Board.

## K. CUTTING THE CENTRAL ADMINISTRATION

- Beginning in the 1989-90 school year and thereafter, the Central Board shall implement a budget for its central administration that does not exceed the average proportion of funds spent on central administration by school districts in the state. This expenditure cap will result in a substantial decrease in central administration expenditures, as compared with present levels of expenditure.

- The Central Board can petition for one-year adjustments of the expenditure cap if it believes that the expenditure cap does not allow sufficient funds to support the minimum administrative structure needed to operate the system appropriately.

## L. STATE CHAPTER I FUNDS

- Currently, 60% of state funds generated by low-income students under a program called "State Chapter I" are supposed to be distributed to schools in proportion to their enrollment of low-income students, while 40% are supposed to be distributed evenly across the school system based on each school's enrollment. A four-year transition shall begin in 1989-90 through which at least 95% of State Chapter I funds will ultimately be allocated to schools in proportion to their enrollment of low-income students.
- Currently, some State Chapter I funds are being used to support central administration costs and desegregation busing and other desegregation expenses. Beginning in 1989-90, all State Chapter I funds must be spent in local schools, except for 5% that can be set aside for desegregation.
- Currently, State Chapter I funds are used as general revenue to support basic school expenses, instead of funding supplementary programs as originally intended. Over a five-year transition beginning in 1989-90, State Chapter I funds will be used for specific supplementary programs, as determined by the Local School Council.

## M. SCHOOL CHOICE

- By January 1, 1990, the State Board of Education shall complete a study of strategies for increasing family choice of the school that a student attends within the school district.
- Beginning in 1991-92, the school system shall offer a plan for phasing in increased family choice of schools within the school district. However, this plan must allow students to attend the schools involved through a lottery admissions process, provide transportation for low-income students, and be consistent with the Board of Education's desegregation consent decree. Magnet schools with officially-approved selective admissions requirements are not part of this program.

## N. SCHOOL REFORM OVERSIGHT

The existing School Finance Authority assumes major powers for overseeing reform for a five-year period beginning in July 1989:

- To enforce the limit on central administration expenditures as provided for in the Act.
- To approve and monitor the implementation of the Central Board's system-wide educational reform goals and objectives plan and to oversee the Central Board's implementation of this reform plan. The Authority may prepare its own reform plan if the Central Board fails to develop a satisfactory plan, and the Central Board must then implement this plan.
- To investigate any action or activity that may hinder the progress of any part of an approved system-wide educational reform goals and objectives plan.
- To prohibit the Central Board from entering into any contract, agreement, or other obligation unless it is consistent with the reform plan.
- To issue recommendations and directives to insure the Central Board's compliance with the plan.
- To impose sanctions on any "officer, agent, or employee" of the Central Board who fails to comply with valid orders of the Authority. These sanctions may include suspension from duty without pay and removal from office.

## O. PROTECTION FROM LAWSUITS

- Members of Local School Councils, Subdistrict Councils, the School Board Nominating Commission, and the Central Board of Education shall have substantial protection from lawsuits that are filed against them challenging their actions as members of these bodies.

## P. EFFECTIVE DATE

- This Act is effective on May 1, 1989.

# COURSE OUTLINE

## SESSION I:
Good Urban Schools and Introduction to Local School Councils

**Part I: Getting Started**
**Part II: Good Urban Schools**
**Part III: Introduction to Local School Councils**

## SESSION II:
The System Has Changed and Building Better Schools

**Part I: Getting Started**
**Part II: The System Has Changed**
**Part III: Building Better Schools**

## SESSION III:
Developing a School Improvement Plan and Resources for Moving Ahead

**Part I: Getting Started**
**Part II: Learning More about Your School**
**Part III: Developing a School Improvement Plan**
**Part IV: Resources for Moving Ahead**

# PARTS OF A SCHOOL

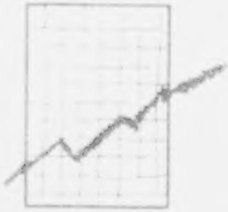
The ideal school is made up of many things: books, people, equipment, parents, students, leaders, classrooms. Use the pictures below to help generate ideas about how your ideal school would look and operate.

Leadership of Principal

School Grounds

Students

Teachers



Achievement

Books and Supplies

Parents

School Building

# CASE STUDY OF AN EFFECTIVE SCHOOL

King Elementary School
New Haven, Connecticut

**The King Neighborhood and Students.** King Elementary School is located in the heart of the black community in New Haven, Connecticut. It is a kindergarten through grade four school. Nearly all its students are black. More than half the families in the school receive Aid for Dependent Children payments and are thus low-income.

King School was transformed over a period of five years through the leadership of Dr. James Comer, a black psychologist from Yale University, who has written about his experience in a book called *School Power*.*

**The First Day.** Dr. Comer describes his first day at the school as follows:

> On the first day, I walked down the hall and was almost attacked by a teacher in trouble. She was anxious, wild-eyed. She grabbed my arm and said, "Help me! Help me!" What I saw was almost unbelievable. Children were yelling and screaming, milling around hitting each other, calling each other names, and calling the teacher names.

A few years ago, Dr. Comer spoke about how the school has changed since that day. One observation he made was that three years had passed since a child at King had hit another child inside the school building. What had happened?

**Shared Decision-Making.** A school Steering Committee consisting of the principal, teachers, and parents began to make important decisions about how the school should be run. For example, parents became involved in selecting the teachers at King.

In many different ways, the staff encouraged parents to become involved in the life of the school. As Dr. Comer says:

> The major objective of our parent program was to break the cycle and bring the vitality of the community as it had existed naturally in the past in the school. We wanted to establish trust and mutual respect so the school would not seem a place different and more alien to the children than home, neighborhood, or church.

**Retraining the Staff.** A key part of the improvement in the school came because the teachers were trained in how to deal calmly but firmly with children, so that an atmosphere of chaos was replaced by a calm atmosphere in which children could learn and express themselves.

A big part of this training was to convince the staff that King's students were capable of learning a great deal if the staff believed that they could, and gave the children confidence.

**How Children Are Taught.** It took the school almost four years to come up with a good approach to teaching children. Working with the parents, the staff finally agreed to find a balance between teaching children basic skills, teaching children the skills of getting along with other children and adults, and learning respect for other cultures.

Over time, the teachers began to try out new learning projects that were consistent with the school's overall goals, such as establishing a class store and bank or holding a mock political convention at the time of the presidential race. These projects were very successful.

**The Results.** Children's average scores rose steadily over the years, going from 19 months below the national average to significantly above the average, where they have stayed for a number of years. Teacher and student attendance are now the highest or near the highest in the district year after year.

* *School Power, Implications of an Intervention Project,* by James P. Comer, 1980, The Free Press, A Division of Macmillan Publishing Co., New York.

# KEY INGREDIENTS THAT CAN MAKE YOUR SCHOOL EFFECTIVE

How good is your school? Researchers have found **key ingredients** in effective urban schools where almost every child learns to read.

1. **Principal Is Educational Leader.** The principal provides strong leadership and works toward clear educational goals for the school.
2. **Safe Attractive School.** The staff creates an atmosphere in the school that is orderly, safe, serious, and attractive — without being oppressive.
3. **Staff Combats Truancy and Dropout.** The school makes serious efforts to combat truancy and dropout.
4. **Parents Work to Improve the Learning Program.** Parents involve themselves in improving the educational program, and the school welcomes parent participation and responds to parent concerns.
5. **Staff Believes Students Can Learn.** The principal and teachers firmly believe that their students can learn as well as anybody, and they work hard to make that happen.
6. **Learning to Read Is the First Priority.** In an effective school where children learn, the school staff defines learning to read in its broadest sense as the school's first priority, and uses all school subjects and resources to make sure it happens.
7. **Student Time Is Spent Mostly on Learning Activities.** School schedules and day-to-day practices of all school staff help children spend as much time as possible actively involved in learning activities.

8. **Frequent Checks of Student Progress.** The principal and teachers check frequently to see how well children are learning, and use this information to make the educational program more effective.

9. **Staff Development Is Tied to Specific School Goals.** Staff development programs help teachers achieve the priority educational goals for the school.

10. **Special Programs Are Carefully Designed.** Special programs (bilingual education, special education, Title I, and so on) are of high quality, are carefully matched to student needs, and are coordinated closely with the overall learning program of the school.

# INGREDIENTS OF A GROUP THAT WORKS

Improving schools will require many meetings between parents, community residents, teachers, and the principal. These will include meetings of your Local School Council and all types of other committees and work groups. Progress comes most quickly to groups that have the following qualities:

1. **Shared Goals.** All group members share the same goals for the group, and are **very committed** to those goals.

2. **An Understanding of How to Work Together.** Each group member knows that he or she can plan better and accomplish more **as a group** than if everyone worked alone. Team players **make the best use of everyone's skills and strengths.**

3. **Respect for Differences of Opinion**. All group members know that people will have differing opinions about some issues, and they respect these opinions, even though they may not agree with them.

4. **No Big Egos!** Each group member puts the goals of the group first. Each member can accept helpful advice, and is willing to **listen** to all the other group members.

5. **Realism about Tasks.** The successful group does not try to "bite off more than it can chew," and each group member accepts responsibility for what he or she has done, or hasn't done! The group keeps checking to see if what it planned to do is actually carried out.

6. **A One Step at a Time Approach.** In its meetings, the group works through one issue or problem at a time, and does this step by step. The meeting does not jump from one topic to another.

7. **Good Communication.** Every group member has a good idea of what other group members are doing, because members of the group are always **communicating** (for example, talking to each other on the phone, talking before and after meetings).

8. **Good Leadership.** The leader or leaders of the group (for example, the chairperson, or president) make sure that:
—every opinion is heard.
—conflicts in the group are talked about and resolved.
the group clearly agrees on what to do about a problem
—or issue.
—everyone understands what he or she has agreed to do.
—every group member has something to do.
—members keep their commitments.

# PRIORITIES FOR PARENT AND COMMUNITY INVOLVEMENT

School: ______________________________

Date: ______________________________

The ______________________________ Local School Council has set the following priorities for increasing parent and community involvement:

1. ______________________________

______________________________

______________________________

2. ______________________________

______________________________

______________________________

3. ______________________________

______________________________

______________________________

# SCHOOL REFORM TIMELINE

School reform became effective on May 1, 1989, and must follow a set timetable over the next two years. Some of the key dates are listed below.

| | |
|---|---|
| **EFFECTIVE DATE OF ACT** | May 1, 1989 |

## LOCAL SCHOOL COUNCILS

| | |
|---|---|
| • Possibility of running for LSC is publicized | Sept. 11–15, 1989 |
| • Nominations for LSC must be filed | By Sept. 27, 1989 for elem. schools; by Sept. 28, 1989 for high schools |
| • Publicize nominees | Oct. 2–6, 1989 |
| • First Local School Council elections held | By Oct. 11, 1989 for elem. schools; by Oct. 12, 1989 for high schools |
| • First LSC meeting to elect officers | By Oct. 18, 1989 for elem. schools; by Oct. 19, 1989 for high schools |
| • Develop school improvement plan | 1989-90 |
| • Choose principals | One-half current contracts expire June 30, 1990; one-half current contracts expire June 30, 1991 |

## SUBDISTRICT COUNCILS

| | |
|---|---|
| • Each Local School Council elects one parent or community member to Subdistrict Council | By Nov. 7–13, 1989 |
| • First meeting held | By Nov. 14–20, 1989 |
| • Choose Subdistrict Superintendents | Current contracts expire June 30, 1991 |

## CHICAGO BOARD OF EDUCATION

| | |
|---|---|
| • Current Board of Education members' terms expire; Interim Board appointed | By May 31, 1989 |
| • Interim board members' terms expire | May 15, 1990 or when permanent board appointed |
| • Existing School Finance Authority begins overseeing reform for 5 years | May 1, 1989 |
| • Board develops performance contract for principals | By Jan. 1990 |
| • Board sets budget for central administration to meet the state-wide average of other school districts' administrative budgets, resulting in decrease in size of central administration | Begin in Sept. 1989 for 1989-90 school year |
| • Lump sum budget given to each Local School Council based on enrollment | Begin Sept. 1, 1990 |
| • Chapter 1 allocation shifts | Begin in 1989-90 school year |

## MAYOR OF THE CITY OF CHICAGO

| | |
|---|---|
| • Appoints Interim Board of 7 members | By May 31, 1989 |
| • Convenes School Board Nominating Commission | By Dec. 1, 1989 |
| • Appoints new 15-member board | May 15, 1990 or as soon after as possible |

## STATE BOARD OF EDUCATION

| | |
|---|---|
| • Report on open enrollment due to General Assembly | By Jan. 1, 1990 |

# CASE STUDIES

## Questions for Small Groups

1. Vivian Tyler is very upset. She has been elected to the Local School Council and is the Council's representative to the Subdistrict Council. Some of the parents are saying she cannot be either president of the LSC or district representative because she is a teacher. Can this teacher serve in either of these two positions?

2. Ms. Harris, the principal at Boyd School, says the Local School Council must re-hire her on July 1, 1990, because she is already the school's principal, and that the Council can give her a six-year contract. Is she right?

3. Can the Local School Council make final decisions about which textbooks the school will use?

# CASE STUDIES

## Homework Questions

1. The principal at Michael School has told some of the parents that the old Local School Improvement Council will become the new Local School Council. Was he right?

2. Ten people ran for parent seats on the Racine School Council. Katherine Howell finished seventh highest in votes. Mary Thompson, who got elected, moved to Nevada. Is Katherine Howell now on the Council?

3. Does the Local School Council approve the school's budget? Does the Local School Council approve the purchase orders for new desks or decide who to buy them from?

# THE LSC AND THE PRINCIPAL

## Policy-Making versus Management

A good balance between the principal and the Local School Council is essential to creating an effective school. Both the principal and the Council are powerful, and each plays a key role. But they have distinct jobs and responsibilities.

### The Local School Council's Role

- The Local School Council is a **policy-making** council, like a board of directors. Policy making means making a few big decisions and making plans for the school to follow.

- The three most important policy-making responsibilities of the Local School Council are to:
  - Hire the principal, negotiate the principal's performance contract, and evaluate the principal's performance.
  - Help develop and approve a school improvement plan.
  - Help develop and approve a school budget, which is a plan for spending the school's money.

### The Principal's Role

- The principal is the key **manager** of the school, like the head of a company.

- Managers **carry out policy** and make many of the specific day-to-day decisions.

- Key management responsibilities of the principal are to:
  - Hire teachers for all open staff positions.
  - Supervise educational staff, the engineer in charge, and the food service manager.
  - Provide leadership to carry out the school improvement plan.
  - Administer the budget.
  - Provide leadership to develop the school's curriculum.

- One important qualification for a principal is that he or she is a good manager.

### Working Together

- Serious problems will occur if:
    - The principal tries to manipulate the Local School Council and make it a rubber stamp for policies the Council should be making.
    - The Local School Council tries to become the manager of the school, to "run" the school day-to-day.

- Remember, your Local School Council will be competing with other schools for good principals. No good principal will come to a school if the principal feels that the LSC is not going to let the principal do his or her job.

# CASE STUDIES

## Policy-Making versus Management

The Local School Council is responsible for policy-making, and the principal for management. With this in mind, read the following examples and answer the questions at the end of each. Cite a specific point from the "Highlights of Public Act 85-1418" or from the law itself to back up your answer.

1. The Boyd School LSC has decided to purchase four computers or students to use and to pay for training teachers who will use them. The principal moved ahead to purchase the computers and to hire a computer expert to do the training for teachers. Should the principal have taken these steps without getting the LSC's approval for her decisions?

2. At the Ryder School, Mrs. Fletcher, who is a parent member of the LSC, has gotten into an argument with her son's teacher because the teacher gave him a failing grade. Mrs. Fletcher then went to the school principal, Mr. Worthy, and asked him to begin the process of dismissing the teacher. The principal investigated, but decided that the teacher acted properly. Mrs. Fletcher then introduced a motion in the LSC asking that the LSC dismiss the teacher. Was Mrs. Fletcher right in complaining in the first place? Was Mrs. Fletcher right in introducing the motion in the LSC?

# TEACHERS IN THE NEW SYSTEM

Because teachers work with students every day, they are key members of the school reform team. The law gives teachers a decision-making voice on the Local School Council and provides other opportunities for them as well.

- Two teachers serve on the Local School Council. Chicago is the only big city in the country where teachers have a decision-making voice in selecting their principal and making other policy decisions.

- Teachers and other educational staff serve on the Professional Personnel Advisory Committee, which advises the principal and the Local School Council.

- Teachers will have a much greater role in developing the curriculum and teaching methods that they use, rather than merely following orders from the central administration.

- Teachers with tenure have a right to remain at their present school.

- The period for dismissing an unsatisfactory teacher has been shortened from one year to 45 days. However, teachers have all the rights to appeal dismissal decisions that they had in the past.

- When a teaching position is open in a school, teachers who want that position have to apply, and the principal can choose any person he or she wants. However, teachers who are dismissed because enrollment declines in their school or because their courses are no longer offered (these are called "supernumerary teachers") must still be employed by the school system while they apply for teaching jobs at specific schools.

- No teacher position can be closed after the first 20 days of school due to declining enrollment. This will lessen the shifting of teachers from one school to another during the school year.

# DECISION-MAKING IN YOUR LOCAL SCHOOL

## Sharing Power Demands Communication

A school that puts kids first is one where the decision-makers are constantly in communication with each other. The school reform law creates four groups that must work together to make decisions.

## Local School Council

- Six parents elected by parents, two community residents elected by community residents, two teachers elected by the school staff, and the principal.

- The LSC is the **policy-maker:** it selects the principal, approves the school improvement plan, and approves the budget.

## Professional Personnel Advisory Committee

- Elected by teachers and other certified staff (such as counselors), and structured as they decide.

- PPAC advises the principal on educational issues, including the school improvement plan and the school's curriculum, and advises the LSC on the decisions that the LSC has the power to make.

## Principal

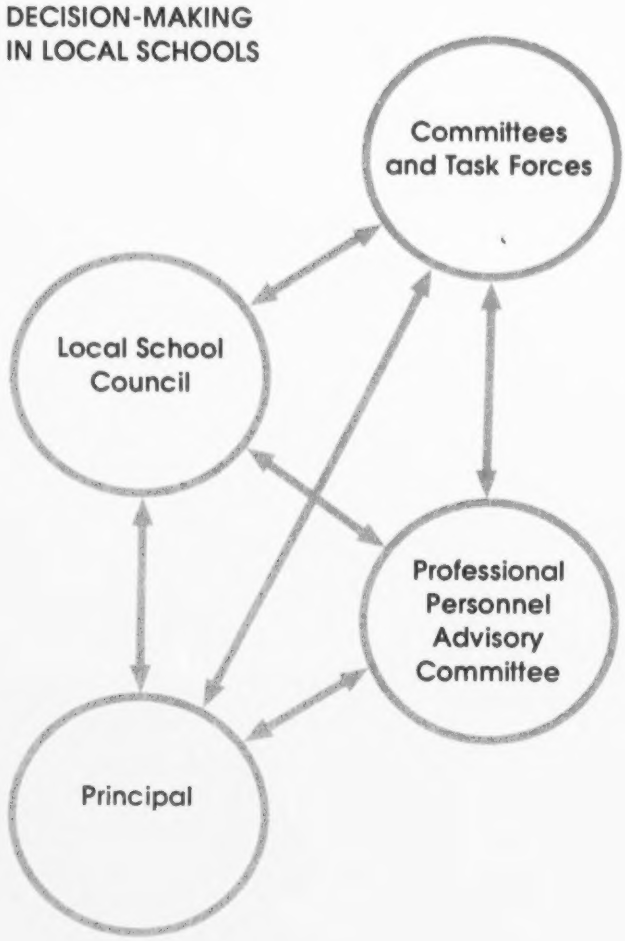
- Selected by the Local School Council for a four-year performance contract.

- The principal is the **key manager,** whose duties include staff hiring, supervision, and dismissal; leading curriculum development; carrying out the school improvement plan; and administering the budget.

### Committees and Task Forces

- All kinds of committees and task forces made up of different combinations of parents, community residents, and school staff.

- These groups can give advice, study problems, get work done.

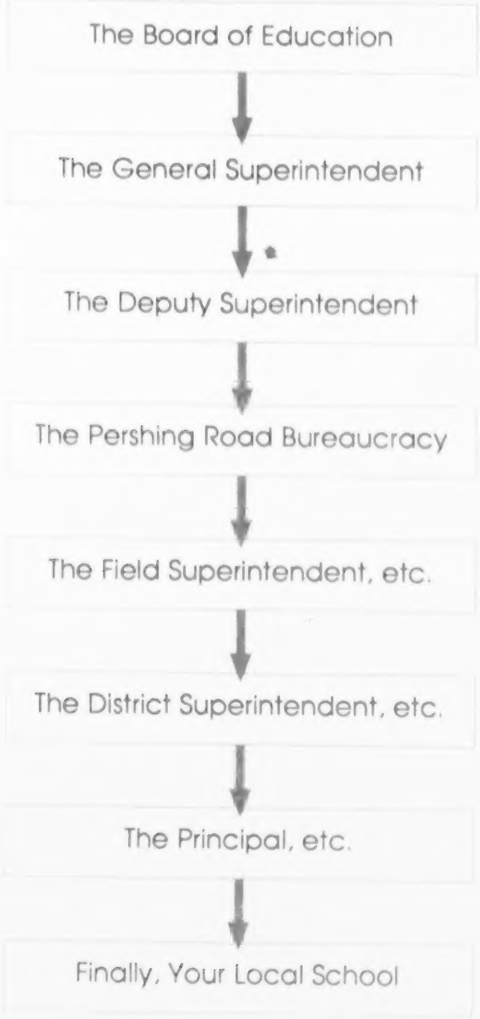


DECISION-MAKING IN LOCAL SCHOOLS

Committees and Task Forces
Local School Council
Professional Personnel Advisory Committee
Principal

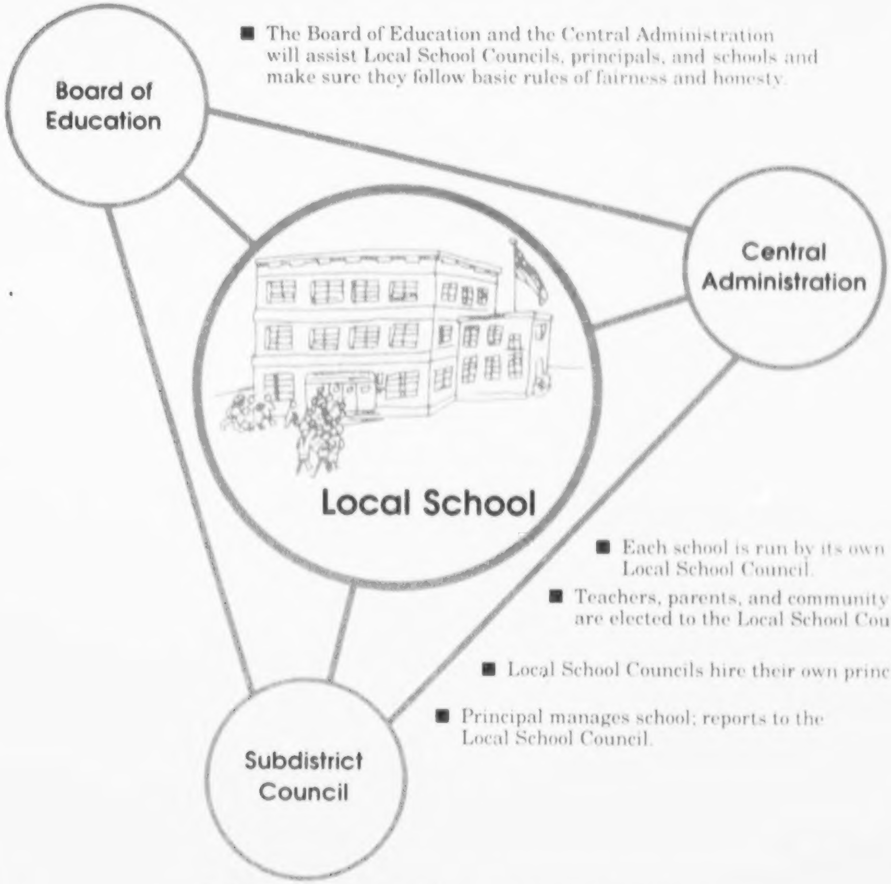
## THE OLD SYSTEM VERSUS . . .

Trickle Down . . .
The OLD School System


The Board of Education
The General Superintendent
The Deputy Superintendent
The Pershing Road Bureaucracy
The Field Superintendent, etc.
The District Superintendent, etc.
The Principal, etc.
Finally, Your Local School

# THE NEW SYSTEM

## Your School at the Center . . .
## The New School System


Board of Education
Central Administration
Local School
Subdistrict Council

- The Board of Education and the Central Administration will assist Local School Councils, principals, and schools and make sure they follow basic rules of fairness and honesty.

- Each school is run by its own Local School Council.
- Teachers, parents, and community residents are elected to the Local School Council.
- Local School Councils hire their own principal.
- Principal manages school; reports to the Local School Council.

- Subdistrict Councils and the Subdistrict Superintendent help Local School Councils share ideas and develop joint programs to serve more than one school and make sure they follow basic rules.

# THE NEW SYSTEM IS BETTER!!!

Years of effort have gone into making the school reform law a good one. The new system is **better**. Here are some reasons why:

- **Local Schools Make Own Decisions.** Parents, community residents, teachers, and the principal work together to decide what will happen in the school. They decide what works for **their** school.

- **The Principal's Role Has Changed.** Principals get more authority (control) over the whole school staff and the selection of teachers. But if the principal is not doing a good job, he or she must answer to the Local School Council. The principal is "accountable" to the Council.

- **Teachers Have Power, but Must Perform.** Teachers will be able to make decisions as part of the LSC and to advise the principal and LSC on educational issues. But teachers must apply to teach in a school when there is a vacancy and be selected by the principal. The principal will be able to remove bad teachers faster.

- **More Money Flows to Low-Income Children.** Money that is supposed to "follow" low-income children to their schools will now make it to those schools. In the past, most of that money was used to fund other parts of the school system, including the Central Administration.

- **Cuts Required in Central Administration.** The law calls for cutting the cost of the Central Administration to the average cost in the state. The savings will be passed on to the schools. Also, many tasks that were done poorly by the central administration have been shifted to the local schools.

- **School Reform Will Be Monitored.** To make sure that things go smoothly in the beginning, the School Finance Authority will watch over the steps for carrying out reform for the next five years.

# THE SCHOOL IMPROVEMENT PROCESS

Improving schools is not a mysterious process. But it does require a systematic approach. This six-step process has been proven to work.

**Step 1** Understand the ingredients of an effective urban school where children learn.

**Step 2** Gather information about your school to see what its strengths and weaknesses are.

**Step 3** Develop a school improvement plan that spells out specific steps for building on your school's strengths and overcoming its weaknesses.

**Step 4** Make sure that the school improvement plan is carried out.

**Step 5** Evaluate whether the planned changes are having the positive impact you want.

**Step 6** Modify your school improvement plan, taking into account what is working and what is not working.

# SAFE ATTRACTIVE SCHOOL

Fact Sheet

**The staff creates an atmosphere in the school that is orderly, safe, serious, and attractive—without being oppressive.**

A safe attractive school has **GOOD DISCIPLINE**. Effective schools take steps to prevent discipline problems before they start.

1. The school has its own discipline rules. These rules are **clear, written down, and distributed** to all teachers, parents, and students.

2. Principal, teachers, and other school staff follow the school's discipline code **day-by-day**. The same behavior by different students at different times is treated in the same way.

3. When discipline problems occur, school staff **listens** to the student's side. They make sure they understand what happened, as much as they can.

4. When discipline problems occur, school staff tries to get at the **cause** of a student's misbehavior and eliminate it. Students are not just punished.

5. Students are **praised** for good behavior, not just criticized for bad behavior.

6. Teachers explain their own **classroom rules** at the beginning of school. Teachers follow through on these rules.

7. Teachers control student behavior in the classroom without constantly stopping the process of teaching. Teachers **seldom yell** at students.

8. Suspension is used only as a **last resort.**

9. **Halls, bathrooms, and cafeterias** are orderly. They are well-supervised. Running, screaming, and fighting do not occur.

10. The **playground** is well-supervised before school, after school, during gym, during recess. Fighting seldom occurs.

11. Teachers and students are **not afraid** to go into any part of the school (for example, bathrooms).

12. All staff members feel responsible to enforce discipline rules **wherever they are in the school**. They don't walk past and ignore problems.

Remember, good discipline means taking steps to **avoid** problems. Good discipline means that all the staff work together to get students in the habit of following the rules. An effective school is **not** a rigid place where teachers constantly scream at students.

A safe attractive school is **CLEAN, CHEERFUL, AND WELL-EQUIPPED:**

13. Halls, classrooms, and other areas of the school are **kept clean**, are **well-lighted**, and have **enough heat**.

14. **Bathrooms** are clean and supplied with soap, towels, and toilet paper.

15. **Vandalism** seldom occurs.

16. **Repairs** (for example, of broken windows) occur promptly.

17. School **lunches** are nutritious and students like them. Students eat most food and do not throw it away.

18. The school has a well-stocked **library** that is frequently used by students.

19. Even if the school building is old, staff tries to make it **cheerful and comfortable:**

    a. For example, students' work is displayed in classrooms and halls.

    b. For example, teachers use rugs, furniture, and other equipment and materials to make their classrooms special.

A safe attractive school is **NOT OVER-CROWDED:**

20. The **number of students attending the school** does not exceed its capacity (a school's capacity is the number of students the school was built to hold).

21. The **number of students in any one classroom** does not exceed the limits set by the school system's policy.

22. The school has a **cafeteria and gymnasium** that are used for their intended purposes.

23. Classes are **not being held** in places that were not built as classrooms.

# INTERVIEWING YOUR PRINCIPAL ABOUT DISCIPLINE

Look at the worksheet called "Safe Attractive School" and focus on the section about discipline.

As a group, make up five good questions about discipline in your school that you would ask the principal. You are trying to find out whether the school has some of the ingredients for good discipline listed on the worksheet.

Question 1

Question 2

Question 3

Question 4

Question 5

# SCHOOL INTERVIEW FORM

Type of Person Interviewed: ______________________

(parent, teacher, non-teaching staff, student, or principal)

Date of Interview: ______________________

Name of Person (optional): ______________________

1. Name one thing that is good about your school:

2. Name one thing that could be improved about your school:

# SCHOOL INTERVIEW FORM

Type of Person Interviewed: ______________________

(parent, teacher, non-teaching staff, student, or principal)

Date of Interview: ______________________

Name of Person (optional): ______________________

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Date of Interview: ______________________________

Name of Person (optional): ______________________________

1. Name one thing that is good about your school:

2. Name one thing that could be improved about your school:

# STAFF COMBATS TRUANCY AND DROPOUT

Fact Sheet

**The school staff makes serious efforts to combat truancy and dropout.**

In many Chicago high schools, the **real dropout rate** is 50% to 60% between ninth and twelfth grades. And many more students are dropping out before they even reach high school.

In elementary schools and high schools, tens of thousands of students are **absent for more than 20 days** each year. Cutting school is often the first step in dropping out.

1. Children **can't learn** if they are **not in school**. Dropouts and truants seldom learn to read well. An effective school makes a **serious effort** to combat truancy and dropout.

2. An effective school keeps **accurate attendance records** for each child. The principal and teachers know which students have an attendance problem. Unfortunately, since schools get state money based on their attendance, some don't keep good records of who is absent.

3. An effective school emphasizes the importance of good attendance with parents and students. The school **gives awards for good attendance** on a monthly and yearly basis.

4. When students are absent, the school **follows up** to see what the problem is. The staff **finds help** for children who are not attending because they need medical care or clothing or have some other family or personal problem that keeps them from coming to school.

5. Teachers make arrangements so that absent students can **make up missed work** easily.

6. Suspension, which often encourages absence and dropout, is used only as a **last resort**.

7. When a student is absent frequently, the school **modifies the student's learning program** as one way to encourage better attendance. The staff recognizes that an **interesting educational program is critical** in making students want to come to school.

8. The school provides special help and counseling services to students who are **potential dropouts**.

# LEARNING TO READ IS THE FIRST PRIORITY

Fact Sheet

**In an effective school where children learn, the school staff defines learning to read in its broadest sense as the school's first priority, and uses all school subjects and resources to make sure it happens.**

Learning to read is not just learning to sound out words. To learn to read well enough to get a good job or go on to college later, students must:

1. Learn to read with understanding. They must be able to explain and analyze what they have read.

2. Learn to enjoy reading. Students who hate to read are almost always poor readers.

3. To learn to read well, students must have daily opportunities to:

    a. Listen to and discuss stories, poems, and other literature. Read real books, not just textbooks and workbooks.

    b. Read silently from materials they select themselves.

    c. Compose their own stories.

    d. Learn language patterns, including phonics and spelling.

4. Students don't learn to read well just from constant drills and exercises (such as exercises in sounding out words). In a school that is serious about teaching children to read:

   a. The principal makes improving students' reading achievement a top priority. Evidence that the school emphasizes reading is everywhere in the school.

   b. Teachers make carefully planned efforts to teach reading as a part of all school subjects, such as social studies, science, and arithmetic.

   c. A wide variety of reading materials are available in classroom libraries and in the school library. These materials are in constant heavy use by students.

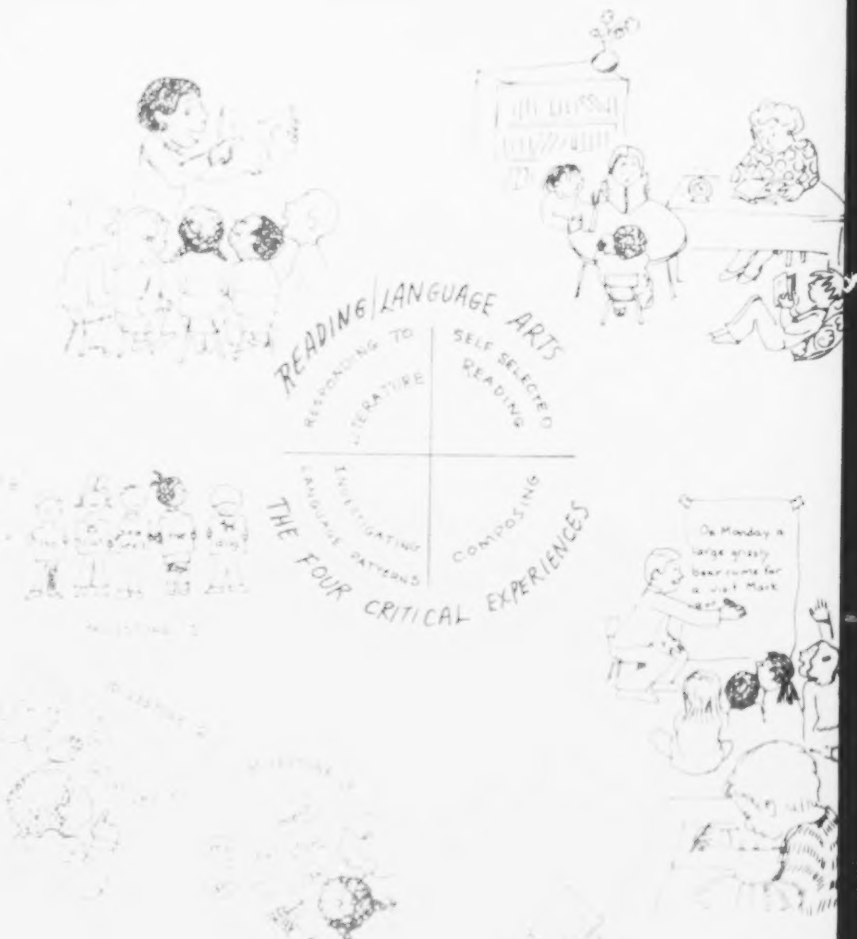
5. When a child is having trouble learning to read, staff members try different approaches until they find one that works.

6. The staff builds bridges between reading at home and reading in school:

   a. Parents are encouraged to read and talk with their children, to encourage and check homework, play word games, visit the library.

   b. Parents are encouraged to volunteer in classes.

# LEARNING TO READ: THE FOUR CRITICAL EXPERIENCES


READING / LANGUAGE ARTS
RESPONDING TO LITERATURE
SELF SELECTED READING
INVESTIGATING LANGUAGE PATTERNS
COMPOSING
THE FOUR CRITICAL EXPERIENCES
On Monday a large grizzly bear came for a visit Mark went

# CASE STUDY: WYNN SCHOOL

## General Information

Wynn School is located in a neighborhood where most of the families get by on a low income. The students in the school are mostly black and Hispanic, although about 10% are white. There are more white families in the neighborhood, but most of these families, as well as a significant number of the black and Hispanic families, send their children to magnet schools or parochial schools if they can afford to.

The school has a reputation as being a "bad" school. It is physically run down. An apartment building directly across from the school has been a center for drug dealing and gang activity in the neighborhood, and gang members hang out in front of the school and on its playground.

For 15 years, Mr. Smathers was the school's principal, but he retired last spring. He was replaced by Mrs. Fisher, who impressed the old Local School Improvement Council because she had been a teacher in the school before she became a principal and had generally gotten along well with parents. However, since becoming principal, she has not made any major changes. She explained to the Council that she was gathering information and also waiting for them to be elected. She seems anxious to get along with Council members and teachers.

The Local School Council members ran for the Council emphasizing several issues, but most of them talked about the need to make the school safe for children by improving discipline and cutting out the gang influence in the school and the need to improve reading scores.

At its first meeting on the school improvement plan, Council members agreed to conduct interviews and do some observing in the school and then get back together to share information. They also agreed that their top priorities were improving discipline and safety in and around the school, reducing truancy, and beginning to improve the way reading is taught in the school.

The rest of these materials show some of the information they collected.

# CITYWIDE TEST RESULTS

Wynn School
District 2

IOWA TESTS OF BASIC SKILLS
GRADE EQUIVALENT MEDIANS BY GRADE

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Students Tested** | 1988 | 76 | 88 | 84 | 73 | 78 | 70 | 61 | 78 |
| **Vocabulary** | 1988 | 1.4 | 2.8 | 3.3 | 4.7 | 5.4 | 6 | 6.9 | 7.8 |
| | 1987 | 1.2 | 2.4 | 3.2 | 4.2 | 5.3 | 5.7 | 6.7 | 8.4 |
| **Reading** | 1988 | 2 | 2.8 | 3.3 | 4.1 | 5.4 | 6.2 | 7.1 | 7.7 |
| | 1987 | 2.1 | 2.7 | 3.6 | 4.4 | 5.4 | 6.2 | 6.8 | 8.2 |
| **Math Concepts** | 1988 | — | 2.6 | 3.5 | 5 | 6 | 6.5 | 7.1 | 8 |
| | 1987 | — | 2.8 | 3.6 | 4.5 | 5.6 | 6.1 | 7.5 | 8.7 |
| **Math Problem Solving** | 1988 | — | 2.6 | 3.7 | 4.6 | 5.7 | 6.3 | 7.5 | 8 |
| | 1987 | — | 2.3 | 3.3 | 4.6 | 5.5 | 6.1 | 7.4 | 8.6 |
| **Math Computation** | 1988 | — | 2.9 | 3.6 | 5.1 | 6.4 | 6.9 | 7.6 | 8.3 |
| | 1987 | — | 3 | 3.4 | 4.7 | 6 | 6.5 | 7.5 | 8.8 |
| **Math Total** | 1988 | 2 | 2.6 | 3.7 | 5 | 5.9 | 6.5 | 7.4 | 8.1 |
| | 1987 | 2 | 2.8 | 3.4 | 4.4 | 5.8 | 6.3 | 7.6 | 8.8 |
| **Science** | 1988 | — | — | — | — | 5.2 | — | 6.6 | — |
| | 1987 | — | — | — | — | 5.2 | — | 6.9 | — |
| **Social Studies** | 1988 | — | — | — | — | 5.1 | — | 6.3 | — |
| | 1987 | — | — | — | — | 4.9 | — | 6.3 | — |
| **Language Skills** | 1988 | — | — | — | — | 5.9 | — | 7.9 | — |
| | 1987 | — | — | — | — | 5.6 | — | 7 | — |

**Special Programs**

ECIA Chapter 1
State Bilingual (More Than Twenty)
Intensive Reading Improvement
Head Start
Chicago Effective Schools Project

State Init - After-School Tutoring
Community Academy

| | 1987 | 1988 |
|---|---|---|
| **Type** | | K-8 |
| **Total Budget Allocation** | $3,665,780 | $3,705,030 |
| **# of Teachers** | 53 | 53 |
| **Membership Total** | 918 | 929 |
| Pre-K and K | 159 | 174 |
| Grades 1-8 | 748 | 745 |
| Special Education | 11 | 10 |
| **Attendance** | 94.80% | 94.10% |
| **% Low Income** | 53.30% | 53.10% |
| **Stability** | 84.60% | 86.30% |
| **% Limited-English** | 27.70% | 22.00% |
| **Racial/Ethnic** | | |
| White Non-Hispanic | 10.00% | 9.90% |
| Black Non-Hispanic | 55.20% | 60.50% |
| American Indian/Alaskan | 0.00% | 0.10% |
| Asian/Pac. Island | 3.00% | 2.70% |
| Hispanic | 31.80% | 26.70% |

# CASE STUDY: WYNN SCHOOL

## Staff

| | |
|---|---|
| 1 | Principal |
| 1 | Assistant principal |
| 1 | Guidance counselor |
| 35 | Regular classroom teachers |
| 6 | Bilingual education teachers |
| 1 | Special education teacher in a separate class for behavior-disordered children |
| 1 | Librarian |
| 3 | Teacher aides, including 1 bilingual teacher aide |
| 1 | Supervising custodian |
| 4 | Custodial workers |

# CASE STUDY: WYNN SCHOOL

Observations in the Playground and Halls
October 20, 1989

Two parent members of the Local School Council spent the morning of October 20 observing outside the school and in the halls of the school from 7:30 a.m. until 1:00 p.m. Below is a summary of their observations:

- Students must wait outside until school starts. While they are waiting to enter the school, there is no adult supervision. Five physical fights occurred during this time.

- Students continued to drift into school for about an hour after classes began.

- The parents entered the school about 9:00 a.m., after classes had started. No one was at the school's front door, so they could have walked freely around the building. Later in the morning, they noticed two young men about 18 years old inside the building walking through the halls.

- When students went to the cafeteria for lunch, there was a great variation in their behavior. Some students were escorted to the cafeteria and were orderly. Others were merely let out of their rooms. There was considerable pushing. A fight broke out while the Council members were watching in the halls. A teacher intervened and took two students to the office.

- After lunch, students were permitted to go out on the playground for recess. Two teacher aides stood near the building and talked to each other, but did nothing to intervene when a fight occurred.

- By this time, a group of about 10 young adults was sitting on the steps of the apartment building across the street from the school, and three of them went onto the playground at one point and talked with several of the older students.

- The parents counted 15 students who did not return to school after lunch, but instead walked away from the school grounds.

# CASE STUDY: WYNN SCHOOL

Observations in Three Classrooms
October 18, 1989

A parent and a teacher went together to visit three classrooms in the school, in grades 3 and 4, timing their visits to focus on the period in the morning when most teachers taught reading. The school uses a reading textbook and a related workbook for each grade. Students are now placed in separate classes at each grade according to their reading test scores, and students and some teachers refer to the lowest reading classroom in a grade as "the dummy class."

## Mr. Tracy's Classroom

In this fourth grade class, students spent twenty minutes on review for a spelling test. They were quiet and took turns trying to spell words. Then, Mr. Tracy assigned the students to complete a page in a workbook and sat at his desk correcting math tests.

He commented that everyone teaches reading in the school pretty much the way they want. The old principal hardly ever came into the classrooms, and the new principal has done some observing but hasn't said much. He says that even though he has a few bright students, "most of them have so many problems at home that there's just so much that I can do for them."

## Mrs. Gibbons' Classroom

This fourth grade class has the lowest reading achievement scores. The class has had four different teachers so far this year. Mrs. Gibbons is a substitute teacher who has spent about three weeks here. A permanent teacher has not been assigned. The teacher has students take turns reading from a reading textbook, and there is a good deal of talking among students.

She says, "All I can do is try to keep the lid on."

## Mrs. Monroe's Classroom

This is a bilingual third grade classroom in Spanish and English. The teacher was working with students in reading groups when the observers came in, with one group coming to her desk to read from their readers in Spanish, while others worked in workbooks or read books on their own. Then, she announced that everyone should pick out a book of their choice from a bookshelf in the corner, and the children spent twenty minutes reading. Except for two students, most spent their time reading.

While students were reading on their own, the teacher said that she was relieved that Mr. Smathers had retired, because he didn't believe in bilingual education. She said that there were really more students who needed bilingual education in the school than were part of the bilingual program and hoped that the Council would expand bilingual education.

# CASE STUDY: WYNN SCHOOL

## Attendance Data Assembled by the Principal

The principal, Mrs. Fisher, has been monitoring attendance more closely and trying to identify students who either are frequently absent, who are late for school, or who leave school during the day.

Here are some conclusions:

- Actual attendance rate from school opening to October 15: 85%.
- 87 students have missed more than 50% of the days since school began. She has turned their names over to a truant officer, but says that these people are so overburdened that she is not hopeful they will be able to do much. She doesn't have specific information about why these students have been absent so much.
- She thinks about 65 students are late each day, but since they go directly to class, she doesn't have exact numbers.
- She does not have exact figures on how many students who come in the morning leave after lunch. But she has visited two seventh grade classes where the afternoon attendance was only 60% of the students enrolled in the class.

# CASE STUDY: WYNN SCHOOL

Council Interview with the Principal
October 16, 1989

At the initial Local School Council meeting, part of the time was devoted to the Council members asking Mrs. Fisher, the principal, questions about the school and how she thought that it could be improved. Here is a summary of what she said on the subjects of discipline and safety, reading, and student attendance.

## Discipline and Safety

She expresses frustration about the building across the street, which is a center of drug activity, and about the gang members who hang out around the school. She has called the police several times about this problem, but nothing has happened.

She recognizes the discipline problem in the school, but is not sure exactly how to deal with it. A group of teachers who are frustrated about discipline have suggested some major steps:

1. Automatic suspension for three tardies or for anyone who is caught fighting or who talks back to a teacher.
2. One teacher aide assigned full-time to watch the front door.
3. "Unofficial" approval by the Local School Council to paddle children who misbehave, even though the school system's discipline policy forbids it.

## Reading

The principal doesn't like the reading textbook series that the school is using, and she has concluded that the school should buy a better textbook and workbook series.

Besides buying the new textbooks and workbooks, she would like to hire a consultant who is familiar with the new reading textbooks to hold workshops for the teachers.

Except for this training, she feels that the teachers were trained to teach reading, and she doesn't see her job as "constantly looking over their shoulder," unless she identifies a teacher who is extremely weak.

### Truancy

She has begun to get a much more accurate count of the number of students who are absent, which she has shared with the Council.

She has identified students who have been absent more than 50% of the time and turned the list over to the truant officer, but is not confident that he will be able to do much, since he is so overworked.

As part of the discipline proposal made by a group of teachers, indicated above, she wonders if the Council thinks it is a good idea for students who are absent three times to be suspended.

# CASE STUDY: WYNN SCHOOL

## School Improvement Planning Form

Developing a full school improvement plan will take a month or more, but your committee can do a small part of the task through this exercise. Choose one of the areas listed below and then, after discussing the questions, write down your answers. Check one:

____ Improving discipline and safety.

____ Cutting truancy.

____ Improving the way reading is taught.

1. What is one important problem that the Wynn School has in this area?

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

2. What is one key thing that will be different about the school when the problem is solved?

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

3. What are three specific steps to move the school from where it is now to where you want it to be? Consider the following groups that might help: the Local School Council, other parents, community groups, businesses, teachers, the principal, other staff.

1.______________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

2.______________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

3.______________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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2. What is one key thing that will be different about the school when the problem is solved?

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    1.________________________________________

    2.________________________________________

    3.________________________________________

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____ Cutting truancy.

____ Improving the way reading is taught.

1. What is one important problem that the Wynn School has in this area?

   ______________________________

   ______________________________

   ______________________________

   ______________________________

2. What is one key thing that will be different about the school when the problem is solved?

   ______________________________

   ______________________________

   ______________________________

   ______________________________

3. What are three specific steps to move the school from where it is now to where you want it to be? Consider the following groups that might help: the Local School Council, other parents, community groups, businesses, teachers, the principal, other staff.

1.________________________________________

2.________________________________________

3.________________________________________

# YOUR PRIORITIES FOR THE FUTURE

NAME________________________________________

Below is a list of topics that you may want more information about **in the next few months**. We would like to get an idea about the topics that people are most interested in, so that we can set up workshops, find materials, etc.

Rate each topic with the following numbers:

1 Extremely Important

2 Fairly Important

3 Not an Immediate Priority for Me

Please list only a few topics as "extremely important" and "fairly important." If you mark them all that way, it won't be of much help.

**A. Information Related to the Law**

____1. Local School Councils

____2. The School Improvement Plan

____3. Selecting a Principal

____4. Preparing a School Budget

____5. The Principal's Role

____6. The Teacher's Role

____7. The District Councils

____8. The Central Board

## B. Educational Issues

____1. Reading

____2. Other School Subjects (name them)

____________________________________________

____3. Discipline

____4. Special Education

____5. Bilingual Education

____6. Compensatory Education

____7. Preventing Dropouts and Truancy

## C. Different Kinds of Schools

____1. Elementary School

____2. Junior High School

____3. High School

## D. Other Topics

____1.____________________________________________

____2.____________________________________________

____3.____________________________________________

# RESOURCES FOR BETTER SCHOOLS

The organizations listed below have been active in school reform and can serve as valuable resources to parents and community groups.

**Aspira, Inc., of Illinois**
1567 N. Milwaukee Ave., 2nd floor
Chicago 60622
252-0970 Contact: Aida Sanchez-Romano

Aspira works with Hispanic youth of high school age and older, and their parents, to retain students in school and to get back into school those students who have dropped out. It encourages older students to continue with higher education and return to participate in the community. It also helps students examine their options when, for any reason, they cannot remain in school.

Aspira will offer either training or information about the school reform process and how parents and community residents can get involved in their Local School Councils.

**Believe in the Public Schools**
5636 S. Blackstone
Chicago 60637
955-1696 Contact: Priscilla Frisch
241-7219 Contact: Gordon Berry

BIPS is an ad hoc parents' group concerned with quality education in Chicago. BIPS can provide a trainer or someone to talk to groups in school district 14 about the school reform law.

**Centers for New Horizons**
4150 S. King Dr.
Chicago 60637
373-5700 Contact: Cynthia Tyson

Centers is a community organization that assists families to educate and develop themselves to be economically self-reliant, to enhance the quality of their lives, and to contribute to the revitalization of their urban community. Centers will recruit and train parents and interested community residents in the Grand Boulevard area on all aspects of the school reform law.

**Chicago Panel on Public School Policy and Finance**
220 S. State St., Suite 232
Chicago 60604
939-2202 Contact: Denise Green or Sarah Kass

The Panel provides information to the public about the Chicago Board of Education's finances, programs, and policies; conducts research on the school system; and serves as an advocate for students as financial and program choices are being made.

The Panel offers direct training of parents, community members, and school staff, as well as training for trainers on school reform. It can provide information about the following topics: Local School Council rights and responsibilities, nuts and bolts of school reform, methods for doing a needs assessment, development of school improvement plans, lump sum budgeting, group process, dropouts, and desegregation programs.

**Chicago Region PTA**
53 W. Jackson, Room 1522
Chicago 60604
786-1476 Contact: Betty Durbin

Chicago Region PTA has been a city-wide organization for 43 years. It was created to deal with the problems of education and policy issues of the Chicago Board of Education. It serves as an advocate for children and their parents, and pushes for parents' total involvement in the educational process. The Chicago PTA offers training on everything related to parents and their children's education, including all aspects of the school reform legislation and parental involvement.

**Chicago Urban League**
4510 S. Michigan Ave.
Chicago 60653
285-5800 Contact: Dr. Gwendolyn D. LaRoche

Chicago Urban League is a race relations social advocacy agency. The organization will offer parent training, organizing, and outreach related to Local School Councils, primarily in school district 13. Training will focus on putting together a school improvement plan, parent empowerment, and general school reform issues.

**Chinese American Service League, Inc.**
310 W. 24th Pl.
Chicago 60616
791-0418 Contact: Lilian Law

The Chinese American Service League, a nonprofit social service organization, provides services to the Chinese community. The League focuses primarily on Chinese residents in Chinatown, Uptown, and the suburbs.

The League will translate all relevant school reform materials and information into Chinese, and will provide training on the school reform law to parents and community residents.

**Citizens Information Service of Illinois**
332 S. Michigan, Suite 1142
Chicago 60604
939-4636 Contact: Mark Martin

CIS is a private, nonpartisan resource center that provides information on all governmental issues that affect the six-county Chicago metropolitan area. CIS provides a variety of workshops and has materials about the governmental process and how it relates to schools.

**Citizens Schools Committee**
36 S. Wabash, Suite 1028
Chicago 60603
726-4678 Contact: Ted Oppenheimer

CSC is a city-wide membership organization working to improve the Chicago Public Schools. It periodically holds conferences on school reform and related issues in locations around the city, and provides information on how principals, teachers, and parents can work together to improve their schools. Occasionally, CSC makes presentations in schools and to community groups on school reform. It can also provide information about math and science curriculums and all aspects of school-based management.

Every Friday from 5:00-6:00 p.m. Citizens Schools Committee broadcasts "Education Hotline," a phone-in education hotline show on Channel 21 Cable Access in English and Spanish.

**Civic Committee of The Commercial Club of Chicago**
One First National Plaza, Suite 2700
Chicago 60603
853-1200 Contact: John Ayers

The Civic Committee is an economic development initiative of Chicago's top corporate leadership, attempting to reposition Chicago's economy for the next century. It publishes *Chicago Enterprise*, a monthly magazine that covers education as it relates to jobs and the city's economy. The committee is a co-founder, with Chicago United, of Leadership for Quality Education (LQE).

**Clarence Darrow Community Center**
4340 S. Lamon
Chicago 60638
767-1516 Contact: Phyllis A. Offord

CDCC is a nonprofit, multi-service organization serving all members of the community between the Stevenson Expy., 47th St., Cicero Ave., and Laramie. It provides information on any issue affecting residents of all ages. Services include child care programs, parent groups, GED classes, and information programs for adolescents.

**Designs for Change**
220 S. State St., Suite 1900
Chicago 60604
922-0317 Contact: Ann Robinson

DFC is an independent, nonprofit children's advocacy and research organization that works for better public schools in Chicago and other cities. DFC is training parents and community residents to serve on Local School Councils and to recruit and train others interested in serving. It can provide information on school reform, the restructuring of urban school systems, effective schools, the education of handicapped children, and parent rights. Useful publications include *All Our Kids Can Learn to Read: A Guide to Parent and Citizen Action*, and "Highlights of Public Act 85-1418."

**Developing Communities Project**
11310 S. Forest Ave.
Chicago 60628
785-6900 Contact: Aletha Gibson, Shirley Houston

The project is an institutional-based grassroots organization focused on leadership development and change through direct action. Focused on the greater Roseland community, it offers parent training on school reform and organizing around Local School Council elections. It can provide information on developing a school plan and on how to determine increases or decreases in funding through the new Title I legislation.

**Elementary and Secondary Education Advisory Committee for Senator Miguel del Valle**
3507 W. North Ave.
Chicago 60647
292-0202 Contact: Evelyn M. Roman-Santos

This advisory committee recommends education-related legislation to Senator Miguel del Valle to introduce to the Illinois General Assembly. Serving residents in the 5th Legislative District, the committee provides workshops and presentations about goal-setting, problem-solving, school needs assessments, and the school reform law.

**G.R.E.A.T. Community Coalition**
3979 S. Vincennes
Chicago 60653
548-1297 Contact: Martha Hardy

G.R.E.A.T. is a nonprofit community-based organization made of block clubs, building councils, individuals, churches, and schools in the area bordered by 26th St., 63rd St., the Dan Ryan Expressway and Lake Michigan. G.R.E.A.T. provides leadership training and technical assistance to groups, and training to parents and residents on school reform.

**Greater Grand Crossing Organizing Committee**
213 E. 79th St.
Chicago 60619
846-5552 Contact: Doris Jones

Greater Grand Crossing is a nonprofit community organization that organizes around issues as they affect the community bordered by 67th to 95th Sts., and Stony Island to the Dan Ryan. The Committee will provide information and training, to parents and community residents who are running for LSC seats, on how to run a democratic election.

**Interfaith Organizing Project**
1613 W. Washington Blvd.
Chicago 60612
243-3328 Contact: Trimina O'Connor

IOP is a multi-issue community organization focusing on Chicago's West Side from roughly Ashland Ave. to Central Park between Lake and 15th Sts. It provides resources and training coordination to schools, institutions, community groups, and individuals on all community issues. It will coordinate and do training related to the school reform bill. IOP can provide information on economic development, leadership development skills, community organizing skills, housing, health issues, and school reform. It publishes *West Side Cornerstone*, a free monthly newsletter distributed on the West Side and to others who request it.

**Kenwood Oakland Community Organization**
1238 E. 46th St.
Chicago 60653
548-7500 Contact: Doug Gills or Deborah Harris

KOCO is a community organization that focuses on the area within the boundaries of 35th to

51st Sts., from Vincennes to Lake Michigan. KOCO organizes parent groups in local schools to impact student performance and increase parent and community participation. The organization covers schools in districts 11 and 14, which include King, Kenwood, and Phillips high schools.

This summer through the October LSC elections, KOCO will hold monthly training conferences for parents and community residents, and will provide information on school reform.

**Latino Institute**
228 S. Wabash, 6th Floor
Chicago 60604
663-3603 Contact: Migdalia Rivera, Executive Director

Latino Institute is a nonprofit city-wide organization promoting Hispanic progress through research, training and advocacy. It focuses on education, economic development and community development, and provides training in: organizational development; staff, management, board, and volunteer development; fundraising planning and development; policy development; leadership development; and negotiation skills for nonprofit, professional, community-based, and public organizations and parent groups. It can also provide data on Latinos and information on community organizations.

**Lawndale People's Planning and Action Conference**
3324 W. Roosevelt Rd.
Chicago 60624
826-8180 Contact: Donald McMorris

LPPAC is a community-based organization that provides social services to residents in the North Lawndale community, bordered by Western Ave. to the western city limits, from Harrison to Cermak. The organization focuses on infant mortality reduction and provides services to pregnant women and children under one year of age.

LPPAC will inform parents and community residents about how to get involved in their Local School Councils.

**Leadership for Quality Education**
One S. Wacker, 11th Floor
Chicago 60606
592-6814 Contact: Margaret Prein

LQE was founded by the Civic Committee of The Commercial Club of Chicago and Chicago United to help develop business and community involvement in improving the Chicago Public Schools. LQE is developing a media plan to inform the public about school reform and to support community efforts city-wide, and is developing a training plan for principals. It can provide information about business involvement in the reform process and about groups that are active in reform.

### Logan Square Neighborhood Association

3321 W. Wrightwood
Chicago 60647
384-4370 Contact: Nancy Aardema

Logan Square Neighborhood Association, a community organization serving the residents of Logan Square bordered by Bloomingdale and Addison Sts., from the Chicago River to Kostner St., focuses on housing, drug prevention, school reform, and other issues important to the community.

The organization is currently providing training in several district 5 schools related to basic information about the school reform law and how to implement it.

### Marcy Newberry Association

1073 W. Maxwell
Chicago 60608
829-7555 Contact: Benjamin Kendrick

Marcy Newberry is a 106-year-old social service agency offering a variety of services to residents on the West Side. Along with several other organizations, Marcy Newberry has established an education reform lab for parents and residents in Rockwell Gardens to support their campaigns for their Local School Councils in district 9 during and after the elections.

### Mexican Community Committee of South Chicago

2939 E. 91st St.
Chicago 60617
978-6441 Contact: Hank Martinez

The Mexican Community Committee focuses on delinquency prevention, after-school tutoring, and information referral to residents in South Chicago. The group will provide information on school reform to interested parents and community residents in school district 19 and the southern end of district 17.

### Midwest Community Council

9 S. Kedzie, Room 200
Chicago 60612
826-2244 Contact: Joseph Banks

Midwest Community Council is a 42-year-old block club community organization on the greater

West Side of Chicago. MCC will provide comprehensive training to parents and community residents on the school reform law.

**National Training and Information Center**
810 N. Milwaukee
Chicago 60622
243-3035 Contact: Jaci Feldman

NTIC provides technical assistance to community groups across the country on school reform, drug prevention, community reinvestment, housing, and utilities. The center also provides organizers for community organizations. Technical assistance to community groups includes training organizers and directors in skills related to leadership development, organizing, organizational development, fundraising, and financial management.

**Near North Development Corporation**
1441 N. Cleveland
Chicago 60610
337-5666 Contact: Regina Glover Stewart or JoAnn Barron

NNDC is a not-for-profit community based organization whose aim is to provide decent, affordable housing for families, seniors, and the handicapped. NNDC's education and crime programs allow residents the opportunity to involve themselves at the local decision-making and policy levels of community issues.

NNDC is focusing on local school improvement in the North Town community. Its SCHOOLWATCH program will be preparing parents and community residents in Byrd, Jenner, Manierre, Schiller, and Truth schools for the upcoming fall Local School Council elections through workshops held at NNDC on Tuesday mornings, afternoons, and evenings through the summer.

**Near Northwest Neighborhood Network** (UNO affiliate)
2131 N. Damen
Chicago 60647
489-0383 Contact: David Cristeal

NNNN is an organization of residents and area institutions which attacks neighborhood problems. It is an aggressive advocate for increased parental involvement in local public schools. The organization focuses on the area bordered by the Kennedy Expy., Fullerton Ave., Division St., and Milwaukee Ave., north to California. It provides leadership training tailored to specific situations, e.g., operating in a public school environment.

NNNN is most interested in helping parents develop power to make needed changes in their local schools. It plans to offer organizing and school reform training.

**Network for Youth Services**
3600 W. Fullerton
Chicago 60647
227-0416 Contact: Tomas V. Sanabria, Executive Director

NYS serves community-based agencies, churches and hospitals by promoting public policy, developing innovative "incubator" programs, and coordinating multi-agency projects. It serves as an information source, research organization, broker of services and training center, with a focus on the Logan Square, West Town and Humboldt Park communities. NYS provides leadership development and training for community-based organizations and groups. It can provide information about community organizing, marketing, organizing meetings, mobilizing community actions, conference development, coalition building, and resource development.

**New Directions**
11145 S. Michigan
Chicago 60628
995-7400 Contact: Dr. William Samuels or Ollie Carter, Jr.

New Directions is a community organization with a multi-purpose focus: to develop a program that responds to community needs, to mold that program to empower the community, and to network with other community agencies. The group will offer school reform training to interested individuals throughout the summer in the area bordered by 75th St. to the southern city limits, from Western Ave. to Lake Michigan.

**North River Commission**
4745 N. Kedzie
Chicago 60625
478-0202 Contact: Wendy Jo Harmston

North River Commission is a community-based grassroots, nonprofit organization made up of 97 groups in the area bordered by the northern city limits to Addison, from the Chicago River to Cicero Ave. The Commission works with schools, churches, block clubs, and other groups on housing development, anti-crime issues, and citizen empowerment.

North River Commission will provide information and conduct workshops on school reform, and will help involve businesses and their employees in their local schools.

**Northwest Austin Council**
5758 W. Potomac
Chicago 60651
379-7822 Contact: Leola Spann or Carlton Sloan

Northwest Austin Council is a grassroots community organization that focuses on housing, drug prevention, and any other issues important to residents in the Northwest Austin neighborhood. The Council will hold training workshops and informational meetings to prepare parents and community residents to run for LSC elections this fall in school district 4.

**Northwest Community Organization**
1109 N. Ashland
Chicago 60622
276-0211 Contact: David del Valle

NCO is a community organization that includes churches, settlement houses, block clubs, and other neighborhood institutions. It works on issues important to the communities of West Town and Humboldt Park, including education, housing, city services and utilities. NCO publishes a free quarterly newsletter, *Northwest Observer*.

NCO provides training to parents and community residents on the school reform process and on running an effective campaign for Local School Councils, or refers individuals to training.

**Nortown Civic League** (see Rogers Park Tenants Committee)
338-8495 Contact: Mindy Heidekat

**Organization of the North East**
5121 N. Clark
Chicago 60640
769-3232 Contact: Ana Bedard

ONE is a community organization that does advocacy and organizing in the Uptown and Edgewater communities, concentrating on education, tenant rights, utility rates and other issues. ONE is organizing parents to be prepared for the fall Local School Council elections.

**Parent/Community Council**
Center for Inner City Studies
700 E. Oakwood Blvd.
Chicago 60653
268-7500, ext. 110 Contact: Maxine Gardner

PCC is an information clearinghouse and referral service on parent and community involvement in schools. Involved in the school reform movement since Mayor Harold Washington's Education Summit, PCC provides workshops on school reform for parents, community groups, teachers, and school administrators across the city.

**Parent Education Center, Chicago Public Schools**
1819 W. Pershing Rd., 4th floor, center building
Chicago 60609
890-2907 Contact: Marilyn Epps

The center provides weekly workshops on parent participation and provides information on school reform. It makes presentations in English and Spanish to local schools and community groups upon request. The presentations include information on parliamentary procedure, group process, and development of school improvement plans. It also maintains a resource materials center at its offices.

**Parents United for Responsible Education**
1145 W. Wilson, Suite 2424
Chicago 60640
784-PURE Contact: Joy Noven

P.U.R.E., a city-wide parent advocate group run by parents of Chicago schoolchildren, builds support for and enhances the quality of public education in Chicago by informing parents about educational issues, bringing the views of parents into the decision-making process, and acting as an advocate for parents in their relationships with the school administration.

The group will offer workshops on Local School Councils, developing a school improvement plan, principal selection, and lump sum budgeting. P.U.R.E. publishes a monthly newsletter on the reform process.

**People's Coalition for Educational Reform**
401 S. State, Suite 860
Chicago 60605
341-1470 Contact: Coretta McFerren or Arthur Jefferson

The coalition's purpose is to help provide an equitable, high-quality public education system for all children. Its immediate agenda is to provide comprehensive parent/community training throughout the city. Current focus is on school districts 3, 5, 6, 8, 9, 11, 12, 13, 17, and 20; others will be added. The coalition offers comprehensive training on reform legislation, parenting, participation on Local School Councils, design and implementation of a school improvement plan, and selection of a principal.

**Project Co-Lead**
Northeastern Illinois University
5500 N. St. Louis
Chicago 60625
794-2792 Contact: Jeanne Baxter

Project Co-Lead (Collaborative Leadership) is a partnership between Northeastern Illinois University and thirty Chicago public schools. It offers a leadership development model planned and implemented by principals, involving teachers, parents, and the business community that is effecting changes in Chicago.

The project offers workshops on the following topics: introduction to school-based management, consensus building, leadership development, and team building.

**PUSH for Excellence**
930 E. 50th St.
Chicago 60615
373-3366 Contact: James Brame

PUSH for Excellence began in 1976 to develop a strong relationship between parents and teachers, and now focuses on involving the broader community in education. The organization has begun a campaign of distributing information on school reform to churches, community groups, and other facilities to involve as many people as possible in Local School Councils. Workshops on school reform are being held now through Nov. 1 at their offices.

**Quality Improvement Associates**
645 N. Michigan Ave., Suite 860
Chicago 60611
280-1364

Quality Improvement Associates provides workshops and consultation on quality improvement in the schools, and information about the school improvement process and team building. It has a city-wide focus.

**Rogers Park Tenants Committee**
1545 W. Morse
Chicago 60626
973-7888 Contact: Harry Armstrong

Rogers Park Tenants Committee works to empower residents in East Rogers Park to effect positive changes in the community, focusing on such issues as housing, drug and crime prevention, education, and economic development. The Committee's geographic area is bordered by Ridge to Lake Michigan, from Devon to the northern city limits.

The Committee, along with Nortown Civic League, holds basic one-hour training sessions that give an overview of the school reform law. The groups will also provide nine-hour, in-depth training in Spanish, Korean, and other languages.

**Sam Ackerman Associates**
1356 E. Hyde Park Blvd.
Chicago 60615
268 1356 Contact: Sam Ackerman

Sam Ackerman Associates provides workshops and ongoing consultation to schools on the quality improvement process, and information on team building.

**Save Our Neighborhoods, Save Our City Coalition**
4959 W. Belmont
Chicago 60641
545-8017 Contact: Michael Smith

SON/SOC is a city-wide coalition of neighborhood organizations that is recognized as a leader of Chicago's community empowerment movement. SON/SOC addresses a wide range of neighborhood issues, including crime prevention, home value insurance, school reform, and manufacturing job retention. It strives to attain a consensus among neighborhood residents on major issues. Individualized consultation and six-week seminar training programs are regularly scheduled.

A three-session training program for parents and community residents interested in participating in Local School Councils will be offered.

**South Austin Coalition Community Council**
5112 W. Washington
Chicago 60644
287-4570 Contact: Bob Vondrasek

SACCC is a grassroots, multi-issue advocacy organization that focuses on the South Austin community bordered by Lake St. to Roosevelt Rd., from Austin Ave. to Kenton. The Council will provide training on the school reform law to block clubs, churches, and other groups.

**South Side SCHOOLWATCH**
3835 S. Cottage Grove, #105
Chicago 60653
Pager #218-8459, leave phone number Contact: Linda Randle

South Side SCHOOLWATCH's purpose is to ensure that all children receive a quality education in the Chicago public school system. The group focuses its efforts on the South Side from 22nd to 134th Sts. It will provide training on the school reform law, basic parent rights, and special education parent training.

**Southeast Asia Center**
1124 W. Ainslie
Chicago 60640
989-6927 Contact: Dennis Sakurai or San O

Southeast Asia Center targets Asian and limited English-speaking people and the issues that are of concern to them. The Center focuses on school districts 2 and 3, and covers schools with large Laotian populations in Albany Park.

The Center will provide bilingual training on all aspects of the school reform law to parents and community residents in Cambodian, Lao/Thai, Vietnamese, Chinese, and Korean.

**Southwest Parish and Neighborhood Federation**
3302 W. 63rd St.
Chicago 60629
776-9522 Contact: Clayton Daughenbaugh

The Federation is a multi-issue organization addressing community concerns on Chicago's Southwest Side, with special emphasis on anti-crime, home equity, and school reform issues. Boundaries for the organization are 47th to 75th Sts., from Bell to Cicero Ave. The group will offer informational coffees and 9-hour basic training sessions on school reform.

**The Woodlawn Organization**
1512 E. 63rd St.
Chicago 60637
288-5840, ext. 241 Contact: Mrs. L.K. McClelland

The mission of T.W.O. remains to be the driving force that empowers the community of Woodlawn to become self-determining in making decisions that affect its own welfare. Membership includes block clubs, business groups, parent and tenant councils, and church affiliations from 60th to 67th Sts. between State St. and Stony Island Ave.

T.W.O. will offer parent training, school reform organizing, and community/leadership development training. It can provide information about crime prevention, housing complaints, municipal service complaints, senior citizen counseling, public aid counseling, emergency shelter referral, day care referral, job training placement, block club organizing, and tenant organizing.

### United Neighborhood Organization of Chicago

1814 S. Leavitt
Chicago 60608
666-4445 Contact: Dan Solis

UNO is a grassroots organization with a membership of churches, community organizations, social service agencies, and parent organizations. It serves Pilsen, Little Village, West Town, Bucktown, Back of the Yards, McKinley Park, Brighton Park, West Englewood, and Southeast Chicago. Various sites provide leadership training, organizational development, and organizing for parents, teachers, community leaders, principals and staff.

UNO can provide information on educational issues including school reform legislation, reform implementation strategies, and parent and community involvement strategies.

### University of Illinois College of Education

Chicago 60680
996-9689 Contact: William Ayers

The College of Education provides teacher in-service programs and teacher education. Information is available on curriculum and teaching.

### Uptown Community Learning Center

1222 W. Wilson
Chicago 60640
769-2085 Contact: Jeri Miglietta or Kanzella Hatley

Uptown Community Learning Center provides educational programs at all levels, from basic literacy training to adult education. Programs include an alternative high school for dropouts, and post high school and post GED training for paralegals and literacy tutors. Although the Center is located in Uptown, individuals are recruited city-wide for its programs.

The Center will hold weekly workshops on school reform, and will determine what programs are needed in the community to improve education.

**Voices for Illinois Children**
53 W. Jackson, Suite 515
Chicago 60604
427-4080 Contact: Malcolm Bush

Voices is a nonprofit state-wide organization that analyzes policy that affects children and advocates for children and their families. Voices has been involved in the school reform movement in Chicago since 1987. It is currently training trainers of parents in five schools in Albany Park.

**W.E. C.A.N.**
1541 E. 65th St.
Chicago 60637
288-3000 Contact: Patricia Beard

Woodlawn East Community and Neighbors is a grassroots advocacy and community empowerment organization that focuses on housing, education, economic development, and crime prevention in Woodlawn.

W.E. C.A.N. will provide basic information on school involvement to parents and community residents.

# WORKSHOP EVALUATION FORM

1. What are two or three things that you have found the **most helpful** in these workshops? (or that you liked the most)

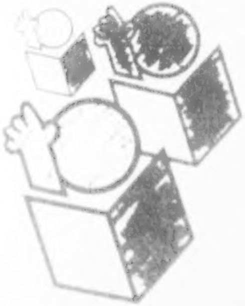
2. What are two or three things you have found the **least helpful**? (or that you have liked the least)

3. What are two or three things you would recommend to **improve** these workshops?

# Los Niños Primero.

GUIA DE LIDERAZGO PARA LA REFORMA ESCOLAR

## MATERIALES DE RECURSO PARA PARTICIPANTES



# Los Niños Primero.

GUIA DE LIDERAZGO PARA LA REFORMA ESCOLAR

## MATERIALES DE RECURSO PARA PARTICIPANTES

Un programa de tres sesiones para preparar a los padres, residentes de la comunidad, y a los maestros para funcionar como líderes en las escuelas de Chicago

publicado por
© **Chicago School Reform Training Task Force**
(Comité de Entrenamiento para la Reforma Escolar de Chicago)
Junio de 1989

c/o 220 South State Street, Suite 1900
Chicago, Illinois 60604
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## El Comite de Entrenamiento para la Reforma Escolar de Chicago incluye a los siguiente miembros (organizaciones en paréntesis son solamente para identificación):

Sam Ackerman (Concerned Parents Network); Aspira, Inc., of Illinois; William Ayers (University of Illinois College of Education); Jeanne Baxter (Project Co-Lead); Chicago Panel on Public School Policy and Finance; Chicago Urban League; Citizens Schools Committee; Civic Committee of The Commercial Club of Chicago; Clarence Darrow Community Center; Designs for Change; Developing Communities Project; Interfaith Organizing Project; Latino Institute; Leadership for Quality Education; Near North Development Corporation; Near Northwest Neighborhood Network; Network for Youth Services; Northwest Community Organization; Organization of the North East; Parents United for Responsible Education; People's Coalition for Educational Reform; Evelyn Roman-Santos (Elementary and Secondary Education Advisory Committee for Senator Miguel del Valle); Save Our Neighborhoods, Save Our City Coalition; South Side SCHOOLWATCH; The Woodlawn Organization; United Neighborhood Organization of Chicago; y Voices for Illinois Children.

El objetivo inmediato del Comité de Entrenamiento es asegurar que haya entrenamiento de calidad ampliamente disponible para los candidatos para los Concilios Locales Escolares y otras personas interesadas que deseen trabajar para el mejoramiento de las escuelas de Chicago. Ningún grupo o individuo que utilice este material podrá cobrar por sesiones de entrenamiento o requerirá algún otro pago honorario (tales como cuotas por membrecía) como condición para proporcionar entrenamiento. El entrenamiento que se imparta utilizando estos materiales debe ser proporcionado en bases neutrales.

# RECONOCIMIENTOS

Estos materiales de entrenamiento son el resultado del arduo trabajo de cientos de personas que ayudaron a hacer la reforma escolar de Chicago una realidad. Más de cuarenta organizaciones trabajaron para que se pasara la Ley de Reforma Escolar. Ahora debemos continuar trabajando para lograr que en realidad se imparta educación de calidad en cada escuela de Chicago.

Poco después que la ley fue pasada, se formaron seis comités de trabajo, incluyendo el Comité de Entrenamiento Para la Reforma Escolar de Chicago, para asegurar que la ley sea plenamente aplicada. El objetivo inicial del Comité de Entrenamiento es proporcionar entrenamiento de introducción sobre la reforma escolar a 10,000 padres, residentes de las comunidades y maestros que estén interesados en correr como candidatos para sus Concilios Locales Escolares o en asumir otras posiciones de liderazgo en sus escuelas.

Los miembros del Comité tuvieron un convenio para la descripción detallada de este curso de entrenamiento. Designs for Change proporcionó el liderazgo para desarrollar un programa escolar (curriculum), escrito por Cyrus Driver, consistente con esta descripción. Este curriculum fue mayormente desarrollado basándose en la experiencia pasada de Designs for Change en entrenamientos para Chicago SCHOOLWATCH y en materiales de entrenamiento que fueron probados por primera vez en el programa de Catalistas Para la Reforma Escolar de Designs for Change.

Posteriormente los miembros del Comité de Entrenamiento revisaron, enmendaron y aprobaron el curriculum final con la participación especial de Sam Ackerman, Coretta McFerren de People's Coalition for Educational Reform, Don Moore de Designs for Change, y Arthur Jefferson y Bernie Noven de Parents United for Responsible Education.

Estos materiales tan importantes no podrían haber sido producidos sin la asistencia excepcional de una variedad de recursos. El Civic Committee of The Commercial Club of Chicago, Chicago United y Leadership for Quality Education asistieron en identificar patrocinadores para el diseño e impresión, especialmente a través de los esfuerzos de John Ayers. R.R. Donnelley & Sons hizo una gran donación por la impresión de los materiales.

Janis Boehm diseñó los materiales. Patrick Barry editó el texto. Elda Leal traducić los materiales al español. Y Jean Newcomer coordinó la producción. Don Moore de Designs for Change es el presidente del Comité de Entrenamiento.

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# LO MAS NOTABLE DEL ACTO PUBLICO 85-1418

## A. CONCILIOS LOCALES ESCOLARES—INTEGRANTES/SELECCION

- Se establecerá un Concilio Local Escolar por cada centro escolar el cual estará formado por el director; seis padres elegidos por los padres; dos residentes elegidos por residentes de la comunidad; y dos maestros elegidos por el personal docente de la escuela. En las escuelas magnetas, los padres y el personal de la escuela elejen a los representantes de la comunidad. Los padres y residentes de la comunidad que formen parte del Concilio no pueden ser empleados del distrito escolar. Además se elegirá un estudiante en cada escuela secundaria para servir como miembro sin derecho a votar. Los miembros sirven por períodos de dos años.
- En una fecha en octubre fijada por la Junta Central, se llevarán a cabo las elecciones durante todo un día, en cada escuela, por medio de balotas.
- El Concilio Local Escolar elegirá a uno de los padres o miembro de la comunidad para servir como representante del Concilio en el Concilio del Subdistrito.

## B. EL CONCILIO LOCAL ESCOLAR—PODERES/DEBERES

Algunos de los poderes principales del Concilio Local Escolar son:

- Poder nombrar a un nuevo director, al contar con siete votos afirmativos, para que trabaje bajo contrato, por un período de cuatro años. Si el Concilio no puede nombrar al director, por no haber logrado obtener siete votos por un candidato, el Concilio deberá someter una lista de tres candidatos, por orden de preferencia. Uno de ellos deberá ser seleccionado por el Superintendente de Subdistrito. Los individuos seleccionados solamente tendrán que reunir los requisitos de certificación que exige el estado para un administrador y el distrito escolar no podrá imponer otros requisitos adicionales para su elegibilidad.

  Una mitad de los Concilios tendrá la oportunidad de seleccionar a un director para trabajar por un contrato que empieza el 1 de julio de 1990 y la otra mitad para empezar el 1 de julio de 1991, terminando en estas fechas los nombramientos de los actuales directores. El año en que un Concilio por primera se elege a un director, la selección se hará por lotería.
- Poder negociar y aprobar un contrato de trabajo para desempeñar sus

funciones, con el director. El Concilio podrá añadir al contrato que describe las funciones que se usa generalmente en el sistema; siempre y cuando tales añadiduras no sean discriminatorias o inconsistentes con las provisiones básicas del contrato, establecidas por la Junta Central de Educación.

- Poder evaluar el desempeño de las funciones del director y determinar, si de acuerdo a la labor realizada, se le puede renovar el contrato de trabajo al final de cuatro años.
- Poder ayudar a desarrollar y aprobar el plan de mejoramiento escolar, el cual describe en qué forma la escuela va a lograr que los estudiantes aventajen más en sus estudios; cómo va a reducir los niveles de deserción escolar y faltas de asistencia y cómo se les va a dar a los estudiantes la preparación adecuada para que en el futuro puedan obtener empleo o puedan continuar una educación de estudios superiores (vea datos adicionales en la Sección C).
- Poder ayudar en la preparación y aprobación de un presupuesto para el centro escolar, basándose en una cantidad asignada por la Junta Central (vea datos adicionales en la Sección D).
- Poder para hacer recomendaciones al director sobre reglamentos relacionados con asistencia y disciplina.
- Poder para evaluar la asignación de los maestros y demás personal docente para determinar si la asignación está de acuerdo con el plan de mejoramiento escolar.
- Poder para recibir entrenamiento en la teoría educacional, para saber cómo preparar el presupuesto de la escuela y para seleccionar el personal. Este entrenamiento puede obtenerse de la administración central o de una organización independiente que sea seleccionada por el Concilio Local Escolar.

## C. EL PLAN DE MEJORAMIENTO ESCOLAR

- Se deberá desarrollar e implementar un plan de mejoramiento escolar por tres años en cada centro educativo. Con el liderazgo del director, el Concilio Local Escolar deberá ayudar a desarrollar y aprobará el plan, trabajando con el director y el Comité Consultivo Para Personal Profesional (vea datos adicionales en la Sección F).
- El plan deberá estar enfocado hacia metas que lograrán mejorar el aventajamiento, la asistencia y los niveles de graduación para estar al mismo nivel normal nacional o sobrepasarlo y a la vez preparar a los estudiantes para obtener empleo en el futuro o para seguir estudios más avanzados.
- El plan deberá analizar las fuerzas y las debilidades de la escuela y deberá especificar las actividades principales que se van a llevar a cabo

para lograr que los estudiantes puedan aventajar más.

- El plan deberá especificar las principales acciones o pasos y responsabilidades que van a ser asumidas dentro del programa escolar, para lograr estos objetivos.
- El plan deberá especificar qué clase de entrenamiento necesitan los maestros para poder efectuar mejoras en la escuela.
- El plan deberá detallar cuales son las acciones que se van a tomar para lograr que los padres, la comunidad y el sector comercial participen en el esfuerzo por mejorar la escuela y cómo se va a educar a los padres, a fin de que ellos a la vez puedan asistir a sus hijos en sus hogares para prepararlos a que aprendan más efectivamente.
- El director tendrá la responsabilidad principal de dirigir e implementar el plan, y el Concilio deberá asegurar de que el plan se lleva a cabo.

## D. EL PRESUPUESTO PARA LA ESCUELA

- A partir del año escolar 1990-91, la Junta Central asignará una cantidad global para cada centro de asistencia, el cual estará basado en el número de alumnos inscritos, así como en las necesidades especiales de los estudiantes.
- Dentro de los contratos colectivos de trabajo, los Concilios Locales Escolares tendrán la flexibilidad de asignar fondos disponibles para apoyar aquellas actividades que ellos consideren más necesarios para implementar su plan de mejoramiento escolar.
- El Concilio Local Escolar podrá solicitar que se dispensen pólizas de la Junta Central o que se excluyan acuerdos de contratos colectivos de trabajo de las uniones afectadas para facilitar la implementación de su plan de mejoramiento escolar.

## E. LA AUTORIDAD DEL DIRECTOR

- A partir del 1 de septiembre de 1989, si se presenta una vacante en la posición de maestro o de cualquier otro personal educativo (incluyendo las posiciones de asistente del director, consejeros y ayudantes de maestros) o si se requiere un maestro adicional o un nuevo maestro o empleado que sea necesario o alguna nueva posición creada en el centro escolar, esa posición será llenada por un nombramiento hecho por el director.
- Maestros con calificación satisfactoria con tenencia tienen el derecho de seguir en su presente escuela. Sin embargo, el personal empleado para llenar las vacantes, ya sean de maestros o de otro personal educativo, será seleccionado sin tomar en cuenta la señoría, pero estará basada en la capacidad para desempeñar la posición. Los maestros con señoría que pierdan sus trabajos en alguna escuela debido a reducciones

de estudiantes inscritos, o cambios en el programa escolar, deben ser considerados para llenar vacantes en otras escuelas donde ellos soliciten empleo, pero no tienen que ser seleccionados. Sin embargo, dichos maestros estarán asegurados de obtener algún tipo de empleo por el sistema escolar.

- Los maestros que no desempeñen un trabajo satisfactorio, podrán ser despedidos después de un período remediable de 45 días en el salón de clases. Sin embargo, el director y el maestro consultante que sea asignado a trabajar con el maestro ineficiente pueden decidir, a su criterio, si desean extender el período remediable hasta por un año, aunque el resto del período remediable sea pasado fuera del salón de clases. Los asistentes de director, así como los directores, podrán efectuar el proceso de calificar a los maestros y decidir sobre el término del período remediable. Maestros despedidos mantienen sus derechos a debido proceso en apelar dicho despido.
- El director tendrá la responsabilidad de supervisar a todo el personal educativo de la escuela.
- El "ingeniero a cargo" de cada centro de asistencia tendrá que rendirle cuentas al director sobre las operaciones seguras y económicas del plantel escolar, así como del desempeño del trabajo de todo el personal bajo la supervisión del ingeniero encargado. El ingeniero a cargo deberá llevar a cabo todas las "órdenes razonables" del director.
- El "gerente de servicios alimenticios" también se reporta al director, en forma igual que el ingeniero a cargo.
- El director tendrá la responsabilidad de proporcionar el liderazgo para desarrollar el plan de mejoramiento escolar y el presupuesto de la escuela y tendrá la responsabilidad de llevar a cabo el plan de mejoramiento escolar y de administrar el presupuesto.
- El director, con la asistencia del Comité Consultivo Para Personal Profesional, deberá desarrollar los métodos específicos y el contenido del programa de estudios de la escuela, dentro de los objetivos para el programa de estudios del sistema en general y dentro de las normas y las especificaciones del plan de mejoramiento escolar.

## F. LA PARTICIPACION DE LOS MAESTROS

- El Comité Consultivo Para Personal Profesional será elegido por los maestros y otro personal certificado en cada escuela para asesorar al director y al Concilio Local Escolar sobre el programa de estudios escolares, desarrollo del personal, contenido del plan de mejoramiento escolar y el presupuesto de la escuela.

## G. CONCILIO DEL SUBDISTRITO Y SUPERINTENDENTE

- Los Concilios del Subdistrito serán establecidos en subdistritos definidos por la Junta Central. Los Concilios del Subdistrito estarán formados por un padre elegido o un miembro elegido de la comunidad de cada Concilio Local Escolar dentro del Subdistrito.
- Todos los Concilios tendrán la oportunidad de seleccionar a un Superintendente de Subdistrito para un contrato que empezará el 1 de julio de 1991.
- Los Concilios del Subdistrito podrán seleccionar directamente al Superintendente de Subdistrito por un periodo de 4 años, sujeto a un contrato de desempeño satisfactorio de trabajo, si el 60% de los miembros del Concilio aprueban un candidato. El Concilio del Subdistrito deberá someter tres nominados para la posición de Superintendente de Subdistrito, por orden de preferencia, al Superintendente General, si el 60% de los miembros del Concilio no pueden apoyar un solo candidato. El Superintendente General deberá seleccionar uno de estos nominados. Los individuos seleccionados como Superintendente de Subdistrito solamente tendrán que reunir los requisitos de certificación del estado para un administrador y el distrito escolar no podrá imponer otros requisitos adicionales para ser elegido.
- El Concilio del Subdistrito negociará y aprobará un contrato de trabajo por cuatro años para el Superintendente de Subdistrito. El Concilio puede añadir al contrato básico para el sistema general para incluir Superintendentes de Subdistrito, siempre y cuando tales añadiduras no sean discriminatorias o no sean inconsistentes con las provisiones del contrato básico desarrollado por la Junta Central de Educación.
- El Concilio evaluará la actuación del Superintendente de Subdistrito y determinará, si de acuerdo al desempeño de sus funciones, si le puede renovar el contrato al final de cuatro años.
- El Superintendente de Subdistrito identificará las escuelas que no están tomando la acción debida para mejorar y deberá iniciar una serie de acciones para remediar su falta de acción, lo cual incluirá el desarrollo de un plan remedial y un periodo de prueba. El Concilio del Subdistrito aprobará o desaprobará las recomendaciones del Superintendente de Subdistrito en lo que concierne a estas acciones tomadas para mejorar las escuelas que no están funcionando debidamente.

  Como un último recurso la Junta Central puede remover el Concilio Local Escolar, el director y el personal de la escuela que no esté funcionando eficientemente o cerrar la escuela.
- El Concilio y el Superintendente de Subdistrito promoverán la coordinación y la comunicación entre los Concilios Locales Escolares y las escuelas dentro del subdistrito en un número de asuntos, incluyendo el

desarrollo de programas conjuntos entre las escuelas.

- El Concilio del Subdistrito elegirá uno de sus miembros para servir en la Comisión Nominadora de la Junta de Educación.

## H. JUNTA DE EDUCACION INTERINA

- Treinta días después de la fecha efectiva de esta Ley, terminarán los periodos de los miembros actuales de la Junta Central de Educación y se creará una Junta Interina compuesta por siete miembros. La Junta Interina servirá hasta el 15 de mayo de 1990 o hasta cuando una Junta Central permanente sea nominada y aprobada (cualquier ocurre más tarde).
- La Junta Interina asume todos los poderes y deberes de la Junta Central, pero sus acciones están limitadas a aquellas que no impedirán las provisiones de la Ley de Reforma.

## I. LA COMISION NOMINADORA DE LA JUNTA DE EDUCACION

- Una Comisión Nominadora de la Junta de Educación, compuesta por un miembro electo de cada Concilio del Subdistrito y cinco miembros nombrados por el alcalde, selecciona a los candidatos para la Junta Central permanente. La Comisión someterá al alcalde una lista de tres candidatos por cada vacante o nueva posición en la Junta Central de Educación.
- Dentro de 30 días después de que una planilla de candidatos sea aprobada por la Comisión, el alcalde podrá seleccionar un candidato como miembro de la Junta, de esa planilla. Si ninguno de los candidatos propuestos en la planilla es seleccionado por el alcalde o si la selección del alcalde es desaprobada por el Concilio de la Ciudad, la Comisión deberá conducir más audiencias para desarrollar una nueva lista de candidatos.

## J. LA JUNTA CENTRAL DE EDUCACION Y EL SUPERINTENDENTE GENERAL

- Una nueva Junta Central de Educación, consistente de 15 miembros seleccionados por la Comisión Nominadora de la Junta de Educación y el alcalde, tomará posesión el 15 de mayo de 1990, o lo más pronto después de esa fecha en cuanto sus miembros sean nombrados.
- La Junta Central tiene los poderes y deberes de una junta de educación, como lo prescribe la ley estatal, pero estos poderes y deberes están sujetos a las otras provisiones de esta Ley. Entre sus deberes específicos están las especificaciones de objetivos y normas para el programa de estudios para el sistema general, supervisión de la educación especial y la educación bilingüe, provisión de transporte y de comidas en la es-

cuela, del desarrollo de un código de disciplina uniforme para todo el sistema y la construcción, remodelaciones importantes o clausura de centros escolares individuales. Además la Junta Central deberá asegurarse que todos los cursos necesarios para cumplir con los requisitos de admisión de la Junta de Educación Superior para las universidades del estado, estén disponibles para todos los estudiantes en cada escuela secundaria.

- La Junta Central preparará un "plan de metas y objetivos de reformas educacionales para todo el sistema" el cual deberá ser aprobado por la Autoridad de Finanzas Escolares. La Junta Central deberá después implementar este plan a la satisfacción de la Autoridad de Finanzas (vea datos adicionales en la Sección N).
- La Junta Central selecciona un Superintendente General para implementar sus responsabilidades. Después de una búsqueda nacional el Superintendente General es seleccionado para trabajar bajo contrato por tres años.
- El Superintendente General tiene la responsabilidad de negociar todos los acuerdos colectivos de trabajo, los cuales deben ser más después aprobados por la Junta Central.

## K. REDUCIENDO LA ADMINISTRACION CENTRAL

- A partir del año escolar 1989-90 y de ahí en adelante, la Junta Central deberá implementar un presupuesto para su administración central que no exceda la proporción promedio de fondos gastados en la administración central para los distritos escolares en el estado. Este tope en los gastos resultará en una gran disminución de gastos de la administración central, en comparación con los niveles de gastos actuales.
- La Junta Central puede solicitar por un año de ajustamientos del límite en los gastos si piensa que el límite de gastos no proporciona suficientes fondos para apoyar la estructura administrativa mínima necesaria para operar el sistema adecuadamente.

## L. FONDOS DE TITULO I DEL ESTADO

- Actualmente el 60% de los fondos generados para estudiantes de familias de bajos ingresos bajo un programa llamado "Título I del Estado" están asignados para ser distribuidos entre las escuelas, en proporción al número de alumnos de bajos ingresos inscritos en cada escuela y el otro 40% para ser distribuido equitativamente por todo el sistema escolar de acuerdo al número de alumnos inscritos en cada escuela. En el año escolar 1989-90 se iniciará un período de transición por cuatro años, a través del cual por lo menos el 95% de los fondos del Título I del Estado serán finalmente asignados a las escuelas en proporción a sus inscripciones de estudiantes de bajos ingresos.

- Actualmente algunos fondos de Título I del Estado están siendo utilizados para cubrir costos de la administración central y transportación para desegregar, así como otros gastos de desegregación. A partir del año escolar 1989-90 todos los fondos de Título I del Estado deberán ser gastados en las escuelas locales, con excepción del 5% que debe ser asignado para desegregación.
- Actualmente, los fondos de Título I del Estado son utilizados como ingresos generales para cubrir gastos básicos escolares, en lugar de gastarse en programas suplementarios para los cuales originalmente se establecieron. Durante un período de transición de cinco años a partir del año escolar 1989-90 los fondos de Título I del Estado serán utilizados para programas suplementarios específicos, de acuerdo con lo que sea determinado por el Concilio Local Escolar.

## M. SELECCION DE ESCUELAS

- Para el 1 de enero de 1990, la Junta de Educación del Estado llevará a cabo un estudio de estrategias para que más familias puedan seleccionar las escuelas a las que asistan sus hijos dentro del distrito escolar.
- A partir del año escolar 1991-92, el sistema escolar ofrecerá un plan para que más familias puedan seleccionar las escuelas de su preferencia dentro del distrito escolar. Sin embargo, este plan debe permitir a los estudiantes asistir a las escuelas involucradas por medio de un proceso de admisión por lotería, proporcionar transportación para estudiantes de bajos ingresos y ser consistente con el decreto de consentimiento de desegregación de la Junta de Educación. Las escuelas magnetas con requisitos de admisión selectiva, oficialmente aprobados, no están incluidas en este programa.

## N. SUPERVISION DE LA REFORMA ESCOLAR

La actual Autoridad de Finanzas Escolares asume los poderes principales para supervisar la reforma por un período de cinco años, a partir de julio de 1989:

- Poner en vigor el límite en gastos de administración central que se estipule la Ley.
- Aprobar y supervisar la implementación de las metas y objetivos de la Junta Central para las reformas de todo el sistema escolar y supervisar la implementación de la Junta Central de este plan de reforma educacional. La Autoridad puede preparar su propio plan de reforma si la Junta Central no desarrolla un plan satisfactorio, y en ese caso la Junta Central debe entonces implementar este plan.
- Investigar cualquier acción o actividad que pueda obstaculizar el

progreso de cualquier parte de un plan aprobado de metas y objetivos de reformas educacionales para todo el sistema.

- Prohibir a la Junta Central el entablar un contrato o acuerdo o cualquier otra obligación a menos que sea consistente con el plan de reforma.
- Expedir recomendaciones y mandatos para asegurar que la Junta Central cumpla con el plan.
- Imponer sanciones sobre cualquier "oficial, agente o empleado" de la Junta Central que no cumpla con las órdenes válidas de la Autoridad. Estas sanciones pueden incluir suspensión de deberes sin pago o destitución de cargos.

## O. PROTECCION DE LITIGIO

- Miembros de los Concilios Locales Escolares, los Concilios del Subdistrito, la Comisión Nominadora de la Junta de Educación, y la Junta Central tendrán protección substancial de litigio que sea llevado en su contra, retando sus acciones como miembros de estos cuerpos.

## P. FECHA EFECTIVA

- Esta Ley entra en vigor el 1 de mayo de 1989.

# BOSQUEJO DEL CURSO

## SESION I:
Buenas Escuelas Urbanas e Introducción
a los Concilios Locales Escolares

**Parte I: Cómo Empezar**
**Parte II: Buenas Escuelas Urbanas**
**Parte III: Introducción a los Concilios Locales Escolares**

## SESION II:
El Sistema Ha Cambiado y
Construyendo Mejores Escuelas

**Parte I: Cómo Empezar**
**Parte II: El Sistema Ha Cambiado**
**Parte III: Construyendo Mejores Escuelas**

## SESION III:
Cómo Desarrollar un Plan de Reforma Escolar
y los Recursos para Implementarlo

**Parte I: Cómo Empezar**
**Parte II: Aprendiendo Más sobre Su Escuela**
**Parte III: Desarrollando un Plan de Reforma Escolar**
**Parte IV: Recursos Para Implementarlo**

# PARTES DE UNA ESCUELA

La escuela ideal consiste de muchas cosas: libros, personas, equipaje, padres y madres, estudiantes, líderes, salones de clase. Use los dibujos abajo para ayundarle en formar ideas sobre cómo parecería y funcionaría su escuela ideal.

El Liderato del Principal

El Patio de la Escuela

Los Estudiantes

Los Maestros

El Aprovechamiento

Los Libros y Materiales

Los Padres

El Edificio Escolar

# CASO DE ESTUDIO DE UNA ESCUELA EFECTIVA

Escuela Primaria King
New Haven, Connecticut

**El Vecindario King y los Estudiantes.** La escuela primaria King está localizada en el medio de una comunidad Afro-Americana en la ciudad New Haven del estado Connecticut. La escuela tiene desde un Jardín Infantil (Kindergarten) hasta el cuarto grado. Casi todos sus estudiantes son Afro-Americanos. Más de la mitad de las familias en la escuela reciben ayuda del programa Asistencia Para Niños Dependientes. Quiere decir que son niños de familias con bajos ingresos.

La escuela King fue tranformada en un período de cinco años con el liderato del Dr. James Comer, quien es un psicólogo Afro-Americano graduado de la Universidad Yale. El escribió sobre sus experiencias en un libro titulado, *School Power* *(Poder de las escuelas).

**El Primer Día.** El Dr. Comer describe su primer día en la escuela como lo siguiente:

> El primer día andaba por el pasillo cuando casi fue atacado por una maestra que se encontraba en problema. Ella estaba ansiosa y con los ojos resaltados. Me agarró por las manos y me dijo, "¡Ayúdeme! ¡Ayúdeme!" Lo que ví era casi increíble. Habían niños gritando, golpeándose unos a los otros, llamándose sobrenombres y llamando a la maestra sobrenombres.

Hace unos cuantos años que el Dr. Comer habló sobre la escuela como lo es ahora. Una de las observaciones que el hizo fue que habían pasado tres años desde que se había formado una pelea dentro de la escuela King. ¿Qué sucedió?

**Compartiendo el Proceso de Hacer Decisiones.** El comité de iniciativas de la escuela compuesto del principal, maestros, y padres hace las decisiones importantes de como se debe de correr la escuela. Por ejemplo, los padres están envueltos en el proceso de la selección de maestros que enseñan en la escuela King.

El personal de la escuela estimula a los padres en diferentes maneras para que ellos se envuelvan en la vida de la escuela. Esto dice el Dr. Comer, El objetivo mayor del programa del los padres era el romper el ciclo y traer la vitalidad de la comunidad que una vez existía en la escuela. Nosotros queríamos establecer confianza y respeto mutuo para que la escuela no le parezca a los niños como un sitio diferente y más extraño que su hogar, vecindario o iglesia.

**Entrenando de Nuevo al Personal.** Una parte clave del porqué la escuela ha progresado es porque los maestros han sido entrenados en como bregar con los niños en una manera calmada y firme. Así el ambiente de caos fue reemplazado por un ambiente calmado donde los niños pueden aprender mejor y expresarse.

Una gran parte del entrenamiento consistía en convencer a los maestros de que los niños de la escuela King pueden aprender mucho si los maestros creen en ellos y los motivan.

**La Manera que se le Enseña a los Niños.** A la escuela le tomó casi cuatro años para poder desarrollar un buen método de como enseñar a los niños. Los maestros, trabajando junto con los padres, finalmente se pusieron de acuerdo de que debe de haber un balance entre enseñar a los niños destrezas básicas, enseñar a los niños destrezas de cómo llevarse con otros niños y adultos y enseñarles a respetar a otras culturas.

Con el tiempo, lo más importante que sucedió fue que las maestras empezaron a tratar nuevos proyectos de enseñanza los cuales estaban de acuerdo con las metas generales de la escuela. Estos proyectos consistían en establecer en el salón un banco o una tienda y el simular una convención política al mismo tiempo que las elecciones presidenciales.

**Los Resultados.** La puntuación promedio de los niños ha subido poco a poco en los últimos años. Empezaron con una puntuación se ha mantenido de esta manera por unos cuantos años. La asistencia de los niños y los estudiantes es la más alta o cerca a la más alta en el distrito año tras año.

***School Power, Implications of an Intervention Project*, por James P. Comer, 1980, The Free Press, una división de Macmillan Publishing Company, New York.

# INGREDIENTES CLAVES QUE PUEDEN HACER DE SU ESCUELA UNA ESCUELA EFECTIVA

¿Qué tan buena es su escuela? En algunas escuelas de una área urbana donde todos los niños aprenden a leer se han encontrado esta serie de ingredientes claves.

1. **El Director Es el Líder Educacional**. El director proporciona un fuerte liderazgo y trabaja por objetivos educacionales precisos para la escuela.

2. **Escuela Segura y Atractiva.** El personal docente crea un ambiente en la escuela que es ordenado, seguro, serio y acogedor, sin ser opresivo.

3. **El Personal Combate la Vagancia y el Abandono de la Escuela.** La escuela se esfuerza seriamente en combatir la vagancia y el abandono de la escuela (dropout).

4. **Los Padres Trabajan para Mejorar el Programa de Aprendizaje.** Los padres se envuelven en el mejoramiento de los programas educacionales y la escuela a la vez recibe con agrado la participación de los padres y responde a las preocupaciones de los padres.

5. **El Personal Cree que los Estudiantes Pueden Aprender**. El director y los maestros creen firmemente en la habilidad de los estudiantes para aprender tan bien como cualquiera y ellos ponen todo su empeño para lograr que así suceda.

6. **Aprender a Leer Es la Primera Prioridad.** El personal de la escuela define el enseñar a leer en su más amplio sentido, como la primera prioridad de la escuela y utiliza todos los objetos y recursos escolares para asegurarse de lograr que ésto suceda.

7. **El Tiempo del Estudiante Es Pasado Mayormente en Actividades de Aprendizaje.** Los horarios de la escuela y las prácticas de día a día de todo el personal de la escuela ayudan a que los niños pasen lo más del tiempo que sea posible activamente envueltos en actividades de aprendizaje.

8. **Revisión Frecuente del Progreso del Estudiante.** El director y los maestros checan con frecuencia para ver que tan bien están aprendiendo los niños y utilizan esta información para hacer los programas educativos más efectivos.

9. **La Preparación del Personal Está Vinculada con los Objetivos Específicos de la Escuela.** Los programas de entrenamiento o especialización para el personal docente ayudan a los maestros a lograr los objetivos primordiales educacionales para la escuela.

10. **Los Programas Especiales Son Cuidadosamente Diseñados.** Los programas especiales (educación bilingue, educación especial, Título I, etc.) son de alta calidad, están cuidadosamente proporcionados de acuerdo a las necesidades del estudiante y están estrechamente coordinados con el programa general de aprendizaje de la escuela.

# INGREDIENTES DE UN GRUPO QUE FUNCIONA

El mejorar las escuelas requiere que hagan muchos reuniones entre padres, residentes de la comunidad, maestros, y el director de la escuela. Estas incluirán reuniones de su Concilio Escolar Local y todos los otros comités y grupos de trabajo. Los grupos que avanzan más rápidamente son los que tienen los siguientes ingredientes:

1. **Metas Compartidas Por un Grupo.** Todos los miembros del grupo comparten las mismas metas para el grupo y están **muy comprometidos** a estas metas.

2. **Entendimiento de Cómo Trabajar Juntos.** Todos los miembros del grupo saben que ellos pueden planear cosas mejor y hacer más cosas como grupo a que si trabajaran separados. El grupo **aprovecha las destrezas y talentos de todos los miembros.**

3. **Se Respetan las Diferencias de Opiniones.** Todos los miembros del grupo saben que todas las personas tienen diferentes opiniones sobre una u otra cuestión, sin embargo se respetan estas opiniones, aunque no estén de acuerdo con éstas.

4. **No Debe de Haber Egoismo.** Cada miembro del grupo debe de poner las metas del grupo por encima de las de ellos. Cada miembro puede aceptar consejos y esta dispuesto a **escuchar a** los otros miembros del grupo.

5. **Ser Realistas Con Sus Metas.** El grupo no trata de hacer más de lo que es posible y cada miembro del grupo acepta las responsabilidades por lo que ha hecho o no ha hecho. El grupo se fija a ver si lo que se ha planeado se está cumpliendo de verdad.

6. **Un Paso a la Vez.** En sus reuniones, el grupo trabaja con un programa a la vez y hace ésto paso a paso.

7. **Existe Buena Comunicación.** Cada miembro del grupo tiene una buena idea de lo que están haciendo los otros miembros, porque siempre se comunican (por ejemplo, se llaman por el teléfono, hablan antes o después de las reuniones).

8. **Un Buen Liderato.** El líder o los líderes del grupo (por ejemplo, el dirigente o presidente) se aseguran de lo siguiente:

—cada opinión es escuchada.
—los problemas del grupo son discutidos y resueltos.
—el grupo se pone de acuerdo en como resolver los problemas.
—el grupo entiende en lo que se pusieron de acuerdo.
—cada miembro del grupo tiene algo que hacer.
—los miembros mantienen su compromiso.

# PRIORIDADES DE LOS PADRES Y LAS PERSONAS QUE SE ENVUELVEN DE LA COMUNIDAD

Escuela: ______________________________

Fecha: ______________________________

El Concilio Local Escolar de la escuela ____________ tiene las siguientes prioridades para aumentar la participación de padres y miembros de la comunidad:

1. ______________________________
______________________________
______________________________

2. ______________________________
______________________________
______________________________

3. ______________________________
______________________________
______________________________

# CALENDARIO DE REFORMA ESCOLAR

La reforma escolar fue efectiva el 1 de mayo de 1989, y debe seguir un calendario fijado sobre los dos próximos años. Algunas de las fechas claves están abajo.

| | |
|---|---|
| **FECHA CUANDO LA LEY ES PUESTA EN EFECTO** | 1 de Mayo, 1989 |

## CONCILIO LOCAL ESCOLAR

| | |
|---|---|
| • Publicación de la posibilidad de correr para el Concilio Local Escolar | Sept. 11-15, 1989 |
| •Nominaciones para el Concilio Local Escolar | para el 27 de Sept., 1989 para las escuelas elementarias; para el 28 de Sept., 1989 para las escuelas secundarias |
| • Publicación de nominadores | el 2-6 de Oct., 1989 |
| • Primeras elecciones del Concilio Local Escolar | para el 11 de Oct., 1989 para las escuelas prim.; para el 12 de Oct., 1989 para las escuelas secund. |
| • Primera reunión del Concilio Local Escolar para elegir los oficiales | para el 18 de Oct., 1989 para las escuelas prim.; para el 19 de Oct., 1989 para las escuelas secund. |
| • Desarrollo del plan para mejorar la escuela | 1989-90 |
| • Selección de los directores | mitad de los contratos expiran el 30 de Junio, 1990; otra mitad expiran el 30 de Junio, 1991 |

## CONCILIOS DEL SUBDISTRITO

| | |
|---|---|
| • Cada Concilio Local Escolar elije un padre o miembro de la comunidad para el Concilio del Subdistrito | para el 7-13 de Nov., 1989 |
| • Primera reunión | para el 14-20 de Nov., 1989 |
| • Se escojen los Superintendentes del Subdistrito | expiran los contratos el 30 de Junio 1991 |

## JUNTA DE EDUCACION DE CHICAGO

| | |
|---|---|
| • Expira el término para los miembros de la Junta de Educación; se nombra la Junta Interina | para el 31 de Mayo, 1989 |
| • Se expira el término de la Junta Interina | 15 de Mayo, 1990 or cuando se nombra la junta permanente |
| • La corriente Autoridad de Finanzas comienza a vigilar la reforma por 5 años | 1 de Mayo, 1989 |
| • Se desarrolla el contrato de rendimiento para los directores | para el Enero, 1990 |
| • Se desarrolla un presupuesto para la administración central en proporción al presupuesto de los distritos escolares de otros estados, lo cual disminuirá la administración central | comienza en Sept. 1989 para el año escolar 1989-90 |
| • La suma global es entregada a cada Concilio Local Escolar basado en la matrícula | comienza el 1 de Sept., 1990 |
| • Se cambian los fondos del Título I | comienza año escolar 1989-90 |

## EL ALCALDE DE LA CIUDAD DE CHICAGO

| | |
|---|---|
| • Nombra la Junta Interina de 7 miembros | para el 31 de Mayo, 1989 |
| • Conviene la Comisión Nominadora de la Junta de Educación | para 1 de Dic., 1989 |
| • Nombra la nueva junta con 15 miembros | 15 de Mayo, 1990 o lo más pronto después |

## LA JUNTA DE EDUCACION DEL ESTADO

| | |
|---|---|
| • Reporte sobre el derecho de escoger escuelas será presentado a la Asamblea General | para el 1 de Enero, 1990 |

# CASOS DE ESTUDIO

## Algunas Preguntas

Vivian Rodriguez está muy enojada. Ella fue elejida para el Concilio Local Escolar y como representante para el Concilio del Distrito. Algunos padres están discutiendo que ella no puede ser presidente, ni representante del Distrito porque ella es una maestra. Con la nueva ley, ¿puede esta maestra servir en estas dos posiciones?

La Señora Harris, quien es la directora de la escuela Boyd, dice que el Concilio tiene que emplearle de nuevo el 1 de julio de 1990 porque ya es la directora, y que el Concilio le puede dar un contrato por 6 años. ¿Tiene razón ella?

¿Puede el Concilio Local Escolar hacer decisiones finales sobre cuáles libros de texto usará la escuela?

# CASOS DE ESTUDIO

## Preguntas de Trabajo de Casa

1. El director de la Escuela Michael ha dicho a algunos padres que el antiguo Concilio Local de Mejoras Escolares se convertirá al nuevo Concilio Local Escolar. ¿Tiene razón?

2. Diez personas fueron candidatos por posiciones de padres en el Concilio de la Escuela Racine. Sonia Gomez se acabó en séptimo lugar. María Muñoz fue elejida pero después se movió a Nevada. ¿Es ahora miembro del Concilio la Sonia Gomez?

3. ¿Aprueba el Concilio Local el presupuesto para la escuela? ¿Aprueba el Concilio Local los órderes para comprar escritorios o decide de que compañía van a comparlos?

# EL CONCILIO LOCAL ESCOLAR Y EL DIRECTOR

## Poder para Hacer Decisiones en Comparación con Administración

Un equilibrio positivo entre el director de la escuela y el Concilio Local Escolar es esencial para crear una escuela efectiva. El director y el Concilio son poderosos, y cada uno tiene un papel clave. Pero los dos tienen distintas trabajos y responsabilidades.

### El Papel del Concilio Local Escolar

- El Concilio Lócal Escolar es un concilio **con poder para hacer decisiones**, como una junta directiva. Poder para hacer decisiones significa hacer algunas decisiones importantes y establecer planes que la escuela debe seguir.

- Las tres responsabilidades más importantes dentro de las decisiones que debe tomar el Concilio Local Escolar son:
  - —Emplear al director, negociar el contrato del director basado en el desempeño de su trabajo y evaluar el trabajo del director.
  - —Ayudar a desarrollar y aprobar un plan de mejoras para la escuela.
  - —Ayudar a desarrollar y aprobar un presupuesto escolar, el cual sea realmente un plan para gastar el dinero asignado a la escuela.

### El Papel del Director

- El director es el **gerente** principal de la escuela, como si fuera el ejecutivo principal de una compañía.

- Los gerentes **llevan a cabo los planes y reglamentos** y hacen muchas de las decisiones específicas a diario.

- Algunas de las principales responsabilidades administrativas del director son:
  - —Emplear a los maestros para todas las posiciones vacantes.
  - —Supervisar al personal educativo, al ingeniero a cargo del edificio, y al gerente que administra los servicios alimenticios.
  - —Proporcionar el liderazgo para llevar a cabo el plan de mejoras para la escuela.
  - —Administrar el presupuesto.
  - —Proporcionar el liderazgo para desarrollar el programa escolar.

- Un requisito importante del director es que él o ella sea buen gerente.

## Trabajando Juntos

- Pueden presentarse serios problemas si:
  - El director trata de manipular el Concilio Local Escolar y controlar de tal manera que solamente aprueben decisiones en vez que sea el Concilio quien las haga.
  - El Concilio Local Escolar trata de convertirse en el gerente de la escuela para "correr" las actividades diarias de la escuela.

- Recuerde que su Concilio Local Escolar estará **compitiendo** con otras escuelas para retener u obtener directores eficientes. Ningún director trabajará en una escuela en donde sienta que el Concilio Local Escolar no va a permitir que el o la directora haga su trabajo.

# CASOS DE ESTUDIO

## Poder para Hacer Decisiones en Comparación con Administración

El Concilio Local Escolar (LSC) tiene la responsabilidad de establecer los reglamentos y el director debe administrarlos. Tomando esto en consideración, lea los siguientes ejemplos y responda a la pregunta al final de cada uno de ellos. Puede citar un punto específico de "Lo Más Notable del Acto Público 85-1418" o de la misma ley, para basarse en su respuesta.

a. El LSC de la Escuela Boyd ha decidido comprar cuatro computadores para que las usen los estudiantes y para pagar por el entrenamiento para los maestros que las usarán. El director se precipitó a comprar las computadoras y a emplear a un experto en computadoras para darle entrenamiento a los maestros. ¿Debería la directora haber dado estos pasos sin haber obtenido la aprobación del LSC?

b. En la Escuela Ryder, la Sra. Fletcher, quien es una madre que es miembro del LSC, se ha enfrascado en una discusión con el maestro de su hijo porque el maestro le reprobó de grado. Después la Sra. Fletcher fue a habler con el director de la escuela, Sr. Worthy, y le pidió que iniciara el proceso para despedir de su trabajo al maestro. El director investigó pero decidió que el maestro había actuado debidamente. Luego la Sra. Fletcher presentó una moción en el LSC pidiendo que el LSC despidiera al maestro. ¿Estaba la Sra. Fletcher en lo correcto al haberse quejado en primer lugar? ¿Tenía la Sra. Fletcher el derecho de haber presentado su moción en el LSC?

# MAESTROS EN EL NUEVO SISTEMA

Porque trabajan cada día con los estudiantes, los maestros son miembros claves del equipo de reforma escolar. La ley da a los maestros una voz en hacer las decisiones en el Concilio Local Escolar y también provee otras oportunidades para ellos.

- Dos maestros son miembros del Concilio Local Escolar. Chicago es la única ciudad grande dentro del país en donde los maestros tienen voz y voto en la selección de su director y para hacer otras decisiones sobre las leyes que rigen su escuela.
- Los maestros y otro personal educativo sirven en el Comité Consultivo para Personal Profesional, el cual asesora al director y al Concilio Local Escolar.
- Los maestros desempeñarán un papel mucho más grande en el desarrollo del programa escolar y los métodos de enseñanza que ellos utilizan, en vez de simplemente seguir órdenes de la administración central.
- Los maestros con señoría tienen derecho a permanecer en su actual escuela.
- El período para despedir a un maestro que no esté funcionando satisfactoriamente ha sido reducido de un año a 45 días. Sin embargo, los maestros tienen los mismos derechos para apelar decisiones de despidos que tenían en el pasado.
- Cuando exista una vacante para una posición para maestro, los maestros que estén interesados en esa posición deben aplicar y el director puede seleccionar a la persona que él o ella deseen. Sin embargo, los maestros que sean despedidos porque ha disminuido el

número de alumnos en su escuela o porque sus cursos ya no serán impartidos, (maestros supernumerarios) deben aún ser empleados por el sistema escolar mientras que ellos aplican por trabajos como maestros en escuelas específicas.

- Ninguna posición de maestro se puede eliminar después de los primeros viente días de escuela debido a que haya disminuido el número de estudiantes registrados. Esto disminuirá el translado de maestros de una escuela a otra durante el año escolar.

# HACIENDO DECISIONES EN SU ESCUELA LOCAL

**Compartiendo el Poder Requiere que Hay Comunicación**
Una escuela que pone primero los niños es una en que los que hagan las decisiones constantemente se comuniquen. La ley de reforma escolar crea cuatro grupos que tienen que trabajar juntos para hacer decisiones.

**El Concilio Local Escolar**
• Seis padres elegidos por los padres, dos residentes de la comunidad elegidos por residentes de la comunidad, dos maestros elegidos por el personal de la escuela, y el director.

• Hace decisiones, incluyendo la selección del director, aprobando el plan de mejoras escolares y aprobando el presupuesto.

**Comité Consultivo para Personal Profesional**
• Elegido por los maestros y otro personal certificado (tal como consejeros) y formado como ellos decidan.

• Le aconseja al director sobre asuntos educacionales, incluyendo sobre el plan de mejoras escolares y el programa escolar de la escuela.

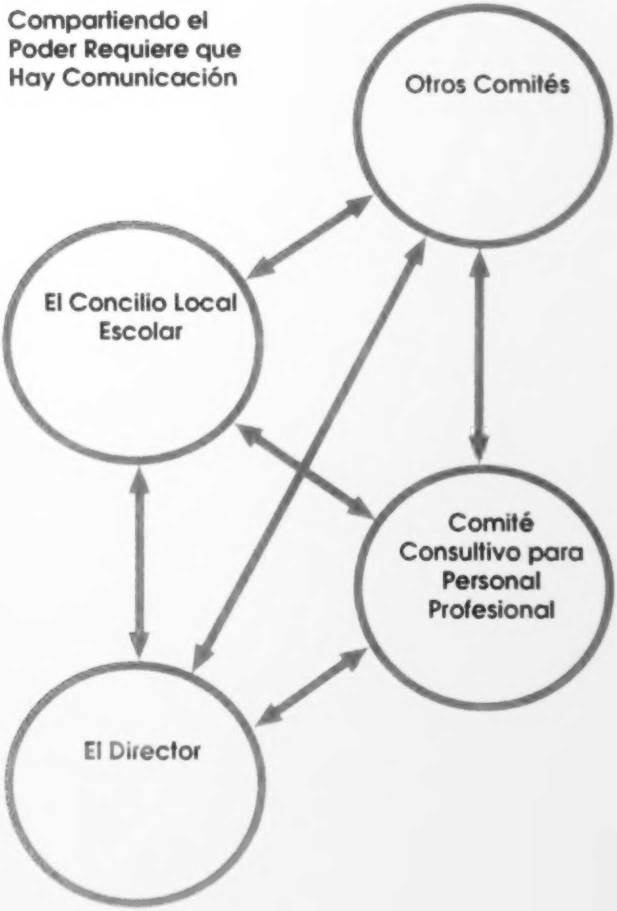
**El Director**
• Seleccionado por el Concilio Local Escolar para un contrato por cuatro años sujeto a una actuación satisfactoria.

• Gerente principal, incluyendo el emplear al personal, supervisión y despedido; encabezando el desarrollo del programa escolar; llevando a cabo el plan de mejoras escolares y administrando el presupuesto.

**Otros Comités**

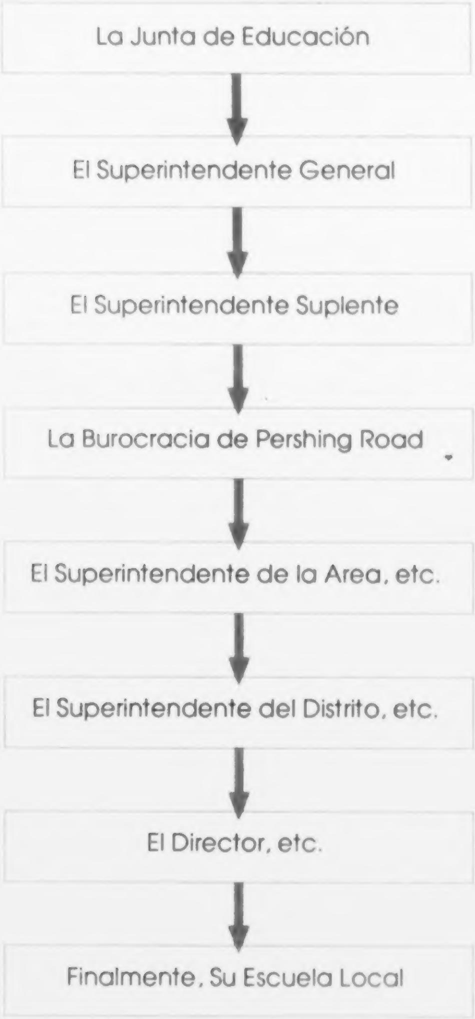
- Todos tipos de comités y grupos que consisten de cualquier combinación de padres, residentes, y personal de la escuela.

- Estos grupos dan avisos, estudian problemas, trabajan como sea necesario.


Compartiendo el Poder Requiere que Hay Comunicación
Otros Comités
El Concilio Local Escolar
Comité Consultivo para Personal Profesional
El Director

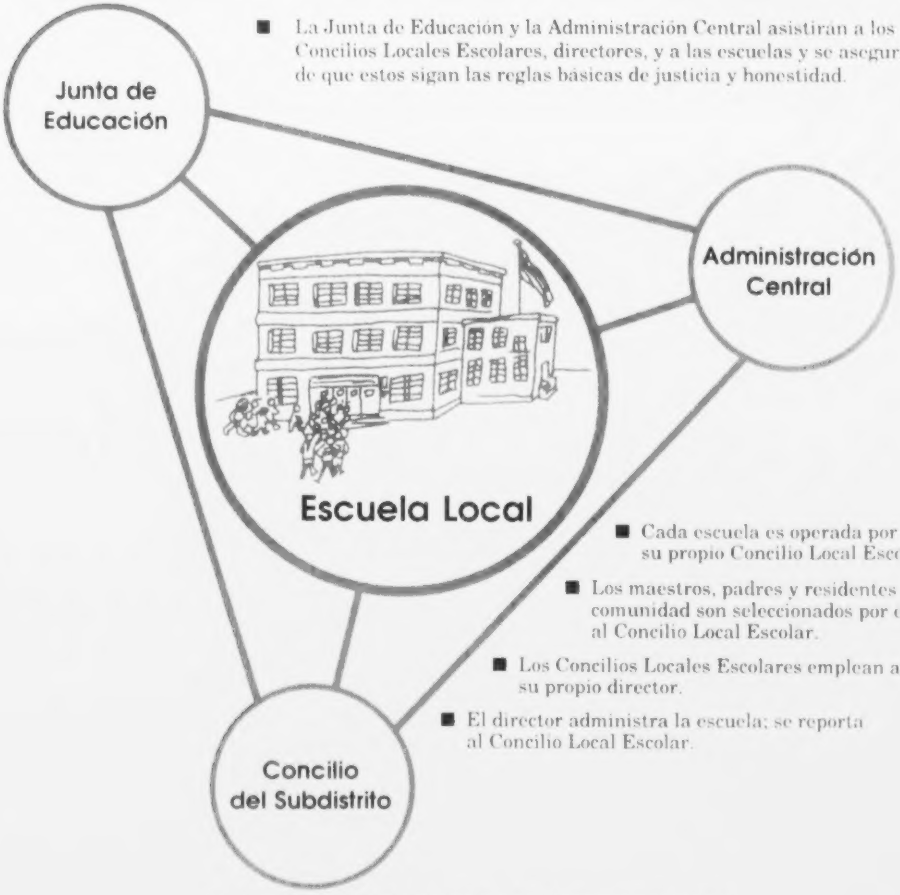
# COMPARACION DEL SISTEMA ANTIGUO....

La Escuela...
EL ANTIGUO Sistema Escolar


La Junta de Educación
El Superintendente General
El Superintendente Suplente
La Burocracia de Pershing Road
El Superintendente de la Area, etc.
El Superintendente del Distrito, etc.
El Director, etc.
Finalmente, Su Escuela Local

# CON EL SISTEMA NUEVO

## Su Escuela en el Centro . . .
## El Nuevo Sistema Escolar



- La Junta de Educación y la Administración Central asistirán a los Concilios Locales Escolares, directores, y a las escuelas y se asegurarán de que estos sigan las reglas básicas de justicia y honestidad.

- Cada escuela es operada por su propio Concilio Local Escolar.
- Los maestros, padres y residentes de la comunidad son seleccionados por elección al Concilio Local Escolar.
- Los Concilios Locales Escolares emplean a su propio director.
- El director administra la escuela; se reporta al Concilio Local Escolar.

- Los Concilios del Subdistrito y el Superintendente del Subdistrito ayudan a los Concilios Locales Escolares, comparten ideas y desarrollan programas conjuntamente para servir a más de una escuela y asegurarse de que ellos sigan las reglas básicas.

# ¡¡¡EL NUEVO SISTEMA ES MEJOR!!!

Años de esfuerzo y trabajo se han convertido en una buena ley de reforma escolar. El sistema nueva es **mejor**. Aquí están unas razones:

- **Escuelas Locales Hacer sus Propias Decisiones.** Los padres, residentes de la comunidad, maestros y el director trabajan juntos para decidir lo que sucederá en la escuela. Ellos deciden lo que funciona en **su** escuela.

- **El Papel del Director Ha Cambiado.** Los directores tienen más autoridad (control) sobre el personal entero de la escuela y la selección de los maestros. Si el director no está cumpliendo con su trabajo, el director deberá dar una justificación al Concilio Local Escolar. El director debe "rendirle cuentas" al Concilio.

- **Maestros Tienen Poder, Pero Tienen Que Cumplir sus Responsabilidades.** Los maestros podrán hacer decisiones como parte del LSC y podrán aconsejar al director y LSC sobre asuntos educacionales. Los maestros deben aplicar para impartir enseñanza en una escuela cuando hay una vacancia y deben ser seleccionados por el director. El director podrá remover con mayor rapidez a los maestros que no estén funcionando debidamente.

- **Habrá Más Dinero Para Niños de Escasos Recursos.** El dinero que está supuesto a "seguir" a los niños de familias de bajos ingresos a sus escuelas, ahora llegará a esas escuelas. En el pasado, la mayoría del dinero era usado para cubrir muchas partes del sistema escolar, incluyendo la Administración Central.

- **Cortes en la Administración Central.** La ley estipula recortes del costo de la Administración Central hasta el promedio del costo promedio en el estado. Los ahorros serán pasados a las escuelas. También muchos de los trabajos que había estado haciendo ineficientemente la administración central, han sido transferidos a las escuelas locales.

- **Se Supervisará la Reforma Escolar.** Para asegurar que las cosas se desarrollen sin obstáculos al principio, la Autoridad de Finanzas de la Escuela supervisará los pasos para llevar a cabo la reforma por los próximos cinco años.

# EL PROCESO DE LA REFORMA ESCOLAR

Mejorando las escuelas no es un proceso misterioso. Pero requiere un método sistemático. Hay prueba concluyente de que trabaja este proceso de seis pasos.

| | |
|---|---|
| **Paso 1** | Comprender los ingredientes de una escuela urbana efectiva donde los niños aprenden. |
| **Paso 2** | Reunir información sobre su escuela para ver cuales son sus fuerzas y sus debilidades. |
| **Paso 3** | Desarrollar un plan para mejorar la escuela en donde se describa específicamente la acción que se va a tomar para fortalecer la escuela aprovechando todo lo que sea positivo y cómo se sobrepondrán todas sus debilidades. |
| **Paso 4** | Asegurarse de que el plan de mejoras escolares se lleve a cabo. |
| **Paso 5** | Evaluar si los cambios que se han planeado están teniendo el impacto esperado. |
| **Paso 6** | Modificar su plan de mejoras escolares, tomando en consideración lo que esté funcionando y lo que no está dando buenos resultados. |

# ESCUELA SEGURA Y ATRACTIVA

Hoja de Datos

**El personal docente crea un ambiente en la escuela que es ordenado, seguro, serio y atractivo—sin ser opresivo.**

Una escuela segura y atractiva tiene **buena disciplina**. Las escuelas efectivas toman medidas para **prevenir** problemas de disciplina antes de que éstos sucedan.

1. La escuela tiene sus propias reglas de disciplina. Estas reglas son **claras, por escrito y se distribuyen** entre todos los maestros, padres y estudiantes.
2. Los directores, maestros y otro personal escolar siguen el código de disciplina de la escuela día a día. El mismo comportamiento por diferentes estudiantes en diferentes ocasiones es tratado con igualdad.
3. Cuando suceden problemas de disciplina, el personal de la escuela **escucha** la versión o el lado del estudiante. Hacen todo lo que pueden para tratar de comprender lo que haya sucedido.
4. Cuando ocurren problemas de disciplina, el personal escolar trata de llegar a la **causa** del mal comportamiento del estudiante, con el fin de eliminarla. Los estudiantes no son solamente castigados.
5. Los estudiantes son **elogiados** por buen comportamiento, no son solamente criticados por mal comportamiento.

7. Los maestros controlan el comportamiento de los estudiantes en los salones de clase sin interrumpir constantemente el proceso de la enseñanza. Los maestros **rara vez le gritan** a los estudiantes.
8. La suspensión es solamente aplicada como un **último recurso.**
9. **Los pasillos, baños y cafeterías** están ordenados y bien supervisados. Nadie anda gritando, correando o peleando.

10. El **patio de recreo** está bien supervisado antes de la escuela, después de la escuela, durante clases de gimnasia y durante los recreos. Rara vez suceden pleitos.

11. Los maestros y los estudiantes se sienten seguros y **no tienen temor** de ir a ninguna parte de la escuela (por ejemplo, a los baños).

12. Todos los miembros del personal de la escuela se sienten responsables de hacer que se respeten las reglas de disciplina en **dondequiera que estén dentro de la escuela**. Ellos no se hacen los disimulados para tratar de ignorar los problemas.

Recuerde. Buena disciplina significa tomar medidas para **evitar** problemas. Buena disciplina significa que todo el personal docente trabaja junto para lograr fomentar que los estudiantes se habitúen a seguir las reglas. Una escuela efectiva **no** es un lugar rígido en donde los maestros constantemente le gritan a los estudiantes.

Una escuela segura y atractiva está **limpia, bien equipada y es alegre:**

13. Los corredores o pasillos, salones de clases y otras áreas de la escuela **se mantienen limpios**, están **bien iluminados,** y tienen **calefacción suficiente**.

14. Los **baños** están limpios y en ellos hay jabón, toallas y papel sanitario.

15. El **vandalismo** rara vez sucede.

16. Las **reparaciones** se hacen prontamente (por ejemplo, vidrios rotos en ventanas, etc.).

17. La **comida** que sirven en la escuela es nutritiva y le gusta a los estudiantes. Ellos comen la mayor parte de los alimentos y no los desperdician.

18. La escuela tiene una **biblioteca** muy bien abastecida que es frecuentemente usada por los estudiantes.

19. Aún y cuando el edificio de la escuela es viejo, el personal de la escuela trata de hacerlo **lucir alegre y confortable:**
    a. Por ejemplo, el trabajo de los estudiantes se exhibe en los salones de clases y en los pasillos.

b. Por ejemplo, los maestros usan alfombras, muebles, equipo y otros materiales para darle un aspecto muy especial a sus salones de clases.

En una escuela segura y atractiva no hay **exceso de estudiantes:**

20. El **número de estudiantes que asiste a la escuela** no excede de su capacidad. (La capacidad de una escuela es el cupo normal de estudiantes para el cual fue construída.)

21. El **número de estudiantes** no excede del límite en ninguno de los salones de clases.

22. La escuela tiene una **cafetería y un gimnasio** que son utilizados para el propósito adecuado.

23. Las clases **no se desarrollan** en lugares que no fueron construídos como salones de clases.

# ENTREVISTANDO AL DIRECTOR SOBRE DISCIPLINA

Vea la hoja de trabajo llamada "Escuela Segura y Atractiva" y concentrese en la sección sobre disciplina.

Como grupo, prepare cinco preguntas buenas sobre disciplina en su escuela que le gustaría preguntar al director. Al hacer esto usted estará tratando de saber si la escuela tiene algunos de los ingredientes para buena disciplina que se describen en la hoja de trabajo.

Pregunta 1

Pregunta 2

Pregunta 3

Pregunta 4

Pregunta 5

# FORMA PARA ENTREVISTA ESCOLAR

Tipo de Persona
Entrevistada: ______________________________
(padre, maestro, personal docente, estudiante o director)

Fecha de la Entrevista: ______________________________

Nombre de la Persona (opcional): ______________________________

1. Mencione una cosa buena acerca de su escuela:

2. Mencione una cosa sobre su escuela que podría mejorarse:

# FORMA PARA ENTREVISTA ESCOLAR

Tipo de Persona
Entrevistada:
(padre, maestro, personal docente, estudiante o director)

Fecha de la Entrevista:

Nombre de la Persona (opcional):

1. Mencione una cosa buena acerca de su escuela:

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Fecha de la Entrevista: ______________________________

Nombre de la Persona (opcional): ______________________________

1. Mencione una cosa buena acerca de su escuela:

______________________________
______________________________
______________________________
______________________________
______________________________

2. Mencione una cosa sobre su escuela que podría mejorarse:

______________________________
______________________________
______________________________
______________________________
______________________________

# EL PERSONAL COMBATE EL AUSENTISMO Y LA DESERCION ESCOLAR

Hoja de Datos

**El personal de la escuela hace serios esfuerzos para combatir el ausentismo y la deserción escolar.**

En muchas escuelas secundarias de Chicago, el **porcentaje real de deserción escolar** es del 50% al 60% entre los alumnos del noveno al doceavo grado. Y muchos estudiantes más abandonan sus estudios aún antes de llegar a la escuela secundaria.

En las escuelas primarias y secundarias, miles de alumnos **no asisten a clases por más de 20 días** cada año. Dejar de asistir a clases es usualmente la primera etapa antes de desertar sus estudios.

1. Los alumnos **no pueden aprender** si no **asisten a la escuela**. Los estudiantes que faltan mucho a clases o son desertores escolares raramente aprenden a leer bien. Una escuela efectiva hace **serios esfuerzos** por combatir el ausentismo y la deserción escolar.

2. Una escuela efectiva mantiene **records exactos sobre la asistencia** de cada alumno. El director y los maestros saben cuáles son los estudiantes que no tienen problemas de asistencia. Desafortunadamente, como las escuelas obtienen fondos del estado basados en el número de estudiantes que asisten a clases, algunas de estas no mantienen buenos records sobre los que faltan a clases.

3. Una escuela efectiva enfatiza la importancia de la buena asistencia con los padres y alumnos. La escuela **da reconocimientos por buena asistencia**, con regularidad, ya sea mensual o anualmente.

4. Cuando los estudiantes no asisten a clases, la escuela **investiga** tratando de saber cuál es el problema. El personal **encuentra la ayuda** necesaria para los estudiantes que no están asistiendo a clases debido a que necesitan atención médica, ropa o porque tienen algún problema personal o familiar que les impida asistir a la escuela.

5. Los maestros hacen arreglos para que los estudiantes ausentes **repongan el tiempo perdido** facilmente.

6. La suspensión como forma de disciplina, la cual fomenta el ausentismo y la deserción escolar, es aplicada únicamente como **último recurso.**

7. Cuando un estudiante falta a clases frecuentemente, la escuela **modifica el programa de enseñanza del estudiante,** como una forma de motivación para mejorar su asistencia. El personal reconoce que un **programa educacional interesante** es sumamente importante para lograr que los alumnos asistan a la escuela con entusiasmo.

8. La escuela proporciona ayuda especial y servicios de consejería para los estudiantes que tienen **tendencias de desertar la escuela.**

# APRENDER A LEER ES LA PRIORIDAD PRINCIPAL

Hoja de Datos

**El personal de la escuela define el enseñar a leer, en el más amplio sentido, como la prioridad principal de la escuela y usa todos los medios de la escuela y recursos para asegurar de que ésto sea así.**

Aprender a leer no es solamente aprender a oír las palabras. Para aprender a leer bien y para poder conseguir un buen trabajo o ir a la universidad en el futuro, los estudiantes deben:

1. Aprender a leer comprendiendo la lectura. Ellos deben poder explicar y analizar lo que hayan leido.
2. Aprender a disfrutar la lectura. A los estudiantes que no les gusta leer, por lo regular no saben leer bien.
3. Para aprender a leer bien, los estudiantes deben tener oportunidades diariamente para:
   a. Escuchar y discutir historias, poemas y otra literatura. Leer libros reales y no solo libros de texto o libros de trabajo.
   b. Leer en silencio de lectura que ellos mismos hayan seleccionado.
   c. Hacer composiciones (escribir historias por ellos mismos).
   d. Aprender los estilos del lenguaje, incluyendo fonética y ortografia.
4. Los estudiantes no aprenden a leer bien solamente de sesiones y ejercicios constantes (tales como repitiendo palabras). En una escuela que seriamente enseña a los niños a leer existe lo siguiente:
   a. El director establece como su prioridad principal el aventajamiento de los estudiantes en la lectura. Hay evidencia por toda la escuela de que la lectura es lo más importante.

   b. Los maestros hacen cuidadosos esfuerzos para enseñar a leer como parte de todas las materias de enseñanza, tales como estudios sociales, ciencias, y aritmética.

   c. Una amplia variedad de material para lectura está disponible en las bibliotecas de los salones de clases y de la escuela. Estos materiales son continuamente usados por los estudiantes.

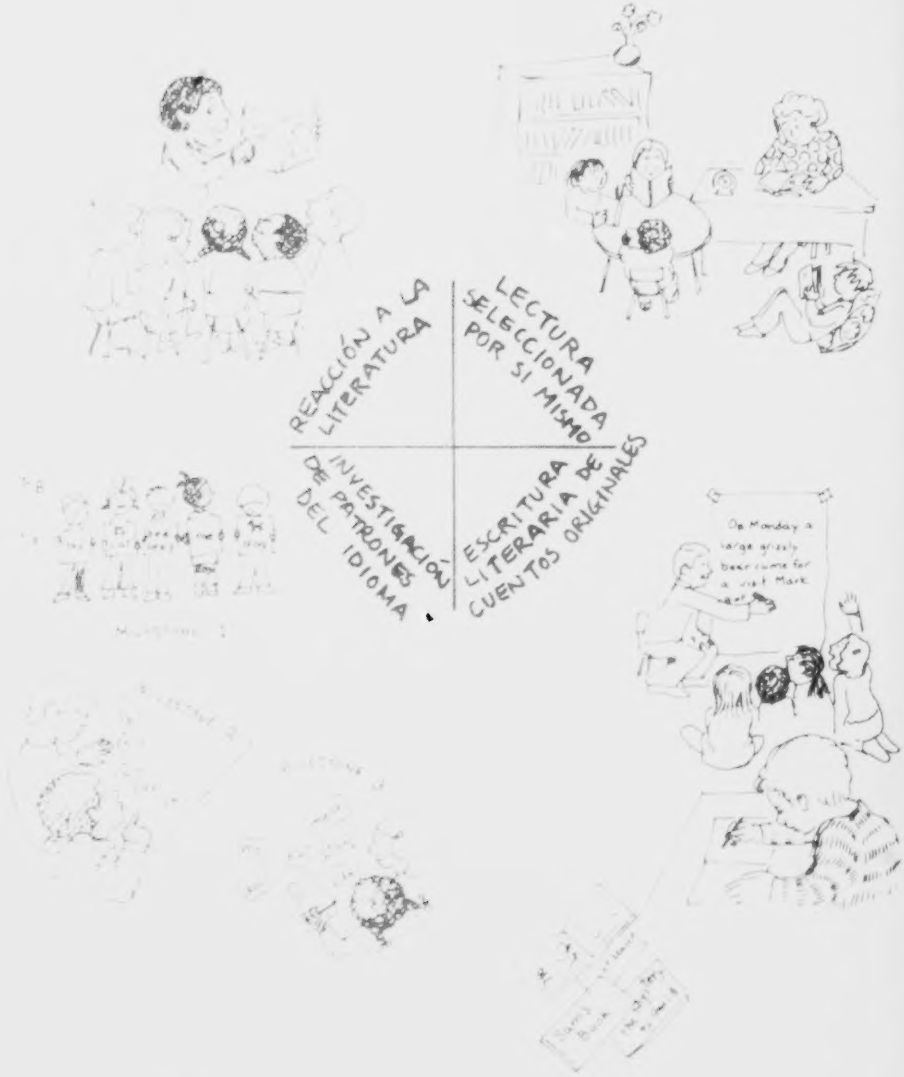
5. Cuando algún alumno tiene dificultades para aprender a leer, el personal trata diferentes métodos hasta que encuentre uno que funcione.

6. El personal crea puentes entre la lectura en el hogar y la lectura en la escuela:

   a. Los padres son motivados a leer y a hablar con sus hijos para que estimulen y revisen las tareas, se diviertan con juegos de palabras y visiten las bibliotecas.

   b. Los padres son motivados a servir como voluntarios en los salones de clases.

# APRENDER A LEER: LAS CUATRO EXPERIENCIAS MAS IMPORTANTES


REACCIÓN A LA LITERATURA
LECTURA SELECCIONADA POR SI MISMO
INVESTIGACIÓN DE PATRONES DEL IDIOMA
ESCRITURA LITERARIA DE CUENTOS ORIGINALES
On Monday a large grizzly bear came for a visit. Mark

# CASO DE ESTUDIO: ESCUELA WYNN

## Información General

La Escuela Wynn está ubicada en una comunidad donde las familias son mayormente de bajos recursos. La mayor parte de los estudiantes son negros e Hispanos, aunque aproximadamente el 10% de los estudiantes son blancos. Hay más familias de blancos en la comunidad, pero la mayoría de éstas familias, así como un gran número de familias de negros e Hispanos, envían a sus hijos a escuelas magneto o escuelas católicas si pueden sufragar ese gasto.

La escuela tiene una reputación de ser una "mala" escuela. Su aspecto es deteriorado. Hay un edificio de apartamentos directamente enfrenta de la escuela que ha sido un centro de tráfico de drogas y para actividades de las pandillas. Además, los pandilleros se reunen en frente de la escuela o en su patio de recreo.

El Sr. Smathers fue el director de la escuela por 15 años pero se jubiló en la primavera del año pasado. El fue substituído por la Sra. Fisher quien impresionó al antiguo Concilio Local Para el Mejoramiento Escolar porque ella había sido una maestra en la escuela antes de llegar a ser directora y por lo general se llevaba bien con los padres. Sin embargo desde que pasó a ser directora ella no ha hecho ningún cambio importante. Ella parece estar dispuesta a llevarse bien con los miembros del Concilio y los maestros.

Los miembros del Concilio Local Escolar corrieron por el Concilio enfatizando varios asuntos diferentes, pero la mayoría de ellos hablaron sobre la necesidad de hacer la escuela más segura para los estudiantes, mejorando la disciplina y eliminando la influencia de las pandillas en la escuela, así como sobre la necesidad de mejorar los niveles de lectura.

Durante su primer reunión, enfocada hacia el mejoramiento escolar, los miembros del Concilio acordaron conducir algunas entrevistas y hacer algunas observaciones en la escuela y después reunirse nuevamente para compartir información. Ellos tambien acordaron que sus prioridades principales serían mejorar la disciplina y la seguridad dentro y alrededor de la escuela, reducir el ausentismo y empezar a mejorar la forma en que se enseña a leer en la escuela.

El resto de estos materiales muestra alguna de la información que ellos reunieron.

# RESULTADOS DE LA PRUEBA POR TODA LA CIUDAD

Escuela Wynn
Distrito 2

Pruebas IOWA de Destrezas Básicas

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Prueba a los estudiantes** | 1988 | 76 | 88 | 84 | 73 | 78 | 70 | 61 | 78 |
| **Vocabulario** | 1988 | 1.4 | 2.8 | 3.3 | 4.7 | 5.4 | 6 | 6.9 | 7.8 |
| | 1987 | 1.2 | 2.4 | 3.2 | 4.2 | 5.3 | 5.7 | 6.7 | 8.4 |
| **Lectura** | 1988 | 2 | 2.8 | 3.3 | 4.1 | 5.4 | 6.2 | 7.1 | 7.7 |
| | 1987 | 2.1 | 2.7 | 3.6 | 4.4 | 5.4 | 6.2 | 6.8 | 8.2 |
| **Conceptos de Matematicas** | 1988 | — | 2.6 | 3.5 | 5 | 6 | 6.5 | 7.1 | 8 |
| | 1987 | — | 2.8 | 3.6 | 4.5 | 5.6 | 6.1 | 7.5 | 8.7 |
| **Soluciones a Problemas de Matemáticas** | 1988 | — | 2.6 | 3.7 | 4.6 | 5.7 | 6.3 | 7.5 | 8 |
| | 1987 | — | 2.3 | 3.3 | 4.6 | 5.5 | 6.1 | 7.4 | 8.6 |
| **Computación de Matemáticas** | 1988 | — | 2.9 | 3.6 | 5.1 | 6.4 | 6.9 | 7.6 | 8.3 |
| | 1987 | — | 3 | 3.4 | 4.7 | 6 | 6.5 | 7.5 | 8.8 |
| **Matemáticas Total** | 1988 | 2 | 2.6 | 3.7 | 5 | 5.9 | 6.5 | 7.4 | 8.1 |
| | 1987 | 2 | 2.8 | 3.4 | 4.4 | 5.8 | 6.3 | 7.6 | 8.8 |
| **Ciencias** | 1988 | — | — | — | — | 5.2 | — | 6.6 | — |
| | 1987 | — | — | — | — | 5.2 | — | 6.9 | — |
| **Estudios Sociales** | 1988 | — | — | — | — | 5.1 | — | 6.3 | — |
| | 1987 | — | — | — | — | 4.9 | — | 6.3 | — |
| **Destrezas de Lenguaje** | 1988 | — | — | — | — | 5.9 | — | 7.9 | — |
| | 1987 | — | — | — | — | 5.6 | — | 7 | — |

**Programas Especiales**

ECIA Capítulo 1
Bilingüe Estatal (más de veinte)
Mejoramiento de Lectura Intensiva
Head Start
Proyecto de Escuelas Efectivas de Chicago

Unidad Estatal -Tutoría Para Horas después de la escuela
Academia de la Comunidad

| | 1987 | 1988 |
|---|---|---|
| **Tipo** | | K-8 |
| **Presupuesto Total Asignado** | $3,665,780 | $3,705,030 |
| **# de Maestros** | 53 | 53 |
| **Membrecía Total** | 918 | 929 |
| Antes de Kinder y Kindergarten | 159 | 174 |
| Grados del 1 al 8 | 748 | 745 |
| Educación Especial | 11 | 10 |
| **Asistencia** | 94.80% | 94.10% |
| **% de bajos ingresos** | 53.30% | 53.10% |
| **Estabilidad** | 84.60% | 86.30% |
| **% Limitaciones en Inglés** | 27.70% | 22.00% |
| **Racial/Etnico** | | |
| Blancos-no Hispanos | 10.00% | 9.90% |
| Negros-no Hispanos | 55.20% | 60.50% |
| Indios Americanos/Alaska | 0.00% | 0.10% |
| Orientales | 3.00% | 2.70% |
| Hispanos | 31.80% | 26.70% |

# CASO DE ESTUDIO: ESCUELA WYNN

## Personal

| | |
|---|---|
| 1 | Director |
| 1 | Asistente del director |
| 1 | Consejero |
| 35 | Maestros en salones de clases regulares |
| 6 | Maestros de educación bilingüe |
| 1 | Maestro de educación especial en una clase separada para niños con problemas de comportamiento desordenado |
| 1 | Bibliotecaria |
| 3 | Asistentes de maestros, incluyendo un asistente bilingüe |
| 1 | Custodia de supervisión |
| 4 | Trabajadores custodias |

# CASO DE ESTUDIO: ESCUELA WYNN

## Observaciones en el Patio de Recreo y en los Pasillos
20 de Octubre de 1989

Dos padres miembros del Concilio Local Escolar se pasaron la mañana del 20 de octubre observando afuera de la escuela y en los pasillos de la escuela desde las 7:30 a.m. hasta la 1:00 p.m. A continuación se describe un sumario de sus observaciones:

- Los estudiantes deben esperar afuera hasta que empiecen las clases. Mientras que están esperando para entrar a la escuela, no hay adultos supervisando el exterior de la escuela. Durante este período ocurrieron cinco pleitos.

- Los estudiantes continuaron amontonándose para entrar a la escuela por más de una hora después que las clases habían empezado durante el período que los padres permanecieron afuera.

- Los padres entraron a la escuela alrededor de las 9:00 a.m. después que las clases habían empezado. No había nadie en la puerta de entrada a la escuela, así que ellos podrían haber caminado con toda libertad por el edificio. Más tarde durante la mañana, ellos vieron a dos hombres jóvenes como de dieciocho años adentro de la escuela, caminando por los pasillos.

- Cuando los estudiantes fueron a la cafetería para comer, había una gran variación en su comportamiento. Algunos estudiantes fueron supervisados hasta la cafeteria en forma ordenada. Otros fueron simplemente autorizados para salir de su salón de clases y hubo muchos empujones. Hubo un pleito mientras observaban en los pasillos. Un maestro intervinó y llevó a dos estudiantes a la oficina.

- Después de comer, se les permitió a los estudiantes a ir al patio de recreo. Dos asistentes de maestros permanecieron cerca del edificio y platicando, pero no hicieron nada para intervenir cuando sucedió una pelea.

- Para esta hora, un grupo de aproximadamente diez jóvenes ya estaban sentados en los escalones del edificio frente a la escuela y tres de ellos fueron al patio de recreo de la escuela y hablaron con algunos de los estudiantes de mayor edad.

- Los padres contaron quince estudiantes que no regresaron a la escuela después de comer y en lugar de regresar a clases se alejaron de la escuela.

# CASO DE ESTUDIO: ESCUELA WYNN

Observaciones en Tres Salones de Clases
18 de Octubre de 1989

Un padre de familia y un maestro fueron juntos a visitar cinco salones de clases en la escuela, en los grados 3 y 4, programando sus visitas para concentrarse en el período de la mañana cuando la mayor parte de los maestros enseñan a leer. La escuela usa un libro de texto para la lectura y un libro de trabajo relacionado con la lectura para cada grado. Los estudiantes ahora son colocados en clases separadas en cada grado, de acuerdo a los resultados de pruebas de lectura, y los estudiantes y algunos maestros se refieren al salón de clases con la más baja puntuación como la "clase de los tontos."

**El Salón de Clases del Sr. Tracy**
Una clase de cuarto grado. Los estudiantes pasaron veinte minutos preparándose para una prueba de ortografía. Ellos estuvieron quietos y tomaron turnos para deletrear palabras. Después, el Sr. Tracy ordenó a los estudiantes a completar una página del libro de trabajo y se sentó en su escritorio a corregir pruebas de matemáticas.

El comentó que cada uno enseña lectura en la escuela en la forma que desee. El director anterior casi nunca visitó los salones de clases y el nuevo director ha observado un poco pero no ha dicho mucho. El dice que aún y cuando tiene algunos estudiantes inteligentes, "la mayoría de ellos tienen tantos problemas en sus hogares que solamente se les puede ayudar hasta cierto punto."

**El Salón de Clases de la Sra. Gibbons**
Otra clase de cuarto grado, con la puntuación más baja en aventajamiento en lectura. Esta clase ha tenido cuatro diferentes maestros en lo que va del año. Ella es una maestra suplente que ha pasado cerca de tres semanas ahí. Todavía no se ha asignado un maestro permanente para esa clase. La maestra hace que los estudiantes tomen turnos para leer de un libro de texto y los estudiantes hablan mucho entre si.

Ella comenta: "Todo lo que puedo hacer es tratar de mantenerlos callados."

### El Salón de Clases de la Sra. Monroe

Esta es una clase de tercer grado en español e inglés. La maestra estaba trabajando con los estudiantes en grupos de lectura cuando los observadores llegaron. Un grupo se acercó a su escritorio para leer en español, mientras que los otros estaban ocupados con sus libros de trabajo o leían libros por su cuenta. Después, ella anunció que cada uno debía seleccionar un libro a su gusto de un librero en un rincón y los niños pasaron veinte minutos leyendo. Con excepción de dos estudiantes, la mayoría pasó el tiempo leyendo.

Mientras que los estudiantes leían por su cuenta, la maestra dijo que se alegraba de que el Sr. Smathers se hubiera jubilado porque él no creía en la educación bilingüe. Ella dijo que realmente había mas estudiantes que necesitaban educación bilingüe en la escuela que los que ya eran parte del programa y que ella esperaba que el Concilio pudiera expander la educación bilingüe.

# CASO DE ESTUDIO: ESCUELA WYNN

## Datos Sobre Asistencia Preparados por la Directora

La directora, la Sra. Fisher, ha estado supervisando la asistencia más minuciosamente y tratando de identificar a los estudiantes que faltan a clases con frecuencia, que llegan tarde a la escuela o que se van de la escuela durante el día.

Aquí hay algunas conclusiones:

- El nivel actual de asistencia desde que empezó la escuela y hasta el 15 de octubre es 85%.
- 87 estudiantes han faltado más del 50% de los días desde que empezó la escuela. Ella ya le ha dado los nombres a los oficiales que investigan el ausentismo, pero dice que estas personas tienen tanto trabajo que ella no tiene esperanzas de que puedan hacer mucho. Ella no tiene información específica sobre las razones porque han faltado tanto a la escuela esos estudiantes.
- Ella piensa que aproximadamente 65 estudiantes llegan tarde a la escuela todos los días, pero como se van directamente a los salones de clase, ella no tiene información exacta.
- Ella no tiene datos exactos sobre cuántos estudiantes llegan a clase por la mañana y se van después de comer. Pero ella ha visitado dos salones de séptimo grado en donde la asistencia por la tarde era solamente el 60% de los estudiantes registrados en la clase.

# CASO DE ESTUDIO: ESCUELA WYNN

Entrevista del Concilio con la Directora
16 de Octubre de 1989

Durante la primera reunión del Concilio Local Escolar, parte del tiempo fue dedicado para que los miembros del Concilio le hicieran preguntas a la Sra. Fisher, la directora, relacionadas con la escuela y en qué forma pensaba ella que podrían mejorarse. A continuación damos un sumario de lo que ella expresó sobre los temas de disciplina y seguridad, lectura y asistencia de los estudiantes.

### Disciplina y Seguridad

Ella manifestó su frustración por el edificio frente a la escuela, el cual es un centro de actividad para tráfico de drogas y lugar de reunión para miembros de pandillas que se acercan a la escuela. Ella ha llamado varias veces a la policía, pero nada ha sucedido.

Ella reconoce que existe un problema de disciplina en la escuela, pero no está segura de saber exactamente como tratarlo. Un grupo de maestros que se sienten frustrados por el problema de disciplina, han sugeridos algunas formas importantes para mejorar esta situación: suspensión automáticamente para quienes hayan llegado tarde tres veces o para quienes sean encontrados peleando o faltando al respeto a los maestros, un asistente de maestro asignado por tiempo completo para vigilar la puerta de entrada y la aprobación "no oficial" del Concilio Local Escolar para castigar a los que se comporten mal, golpeando sus posaderas con una tabla, aún y cuando el código de disciplina del sistema escolar prohibe castigos corporales.

### Lectura

A la directora no le gusta la serie de libros de texto que usa la escuela para la lectura y ella ha concluido que la escuela debería de comprar una serie mejor de libros de texto para la lectura y sesiones de trabajo.

Además de comprar nuevos libros de texto para lectura y trabajo, a ella le gustaría emplear a un consultante que esté familiarizado con los nuevos libros de lectura a fin de conducir talleres de trabajo para los maestros.

Con excepción de este entrenamiento, ella piensa que los maestros fueron entrenados para enseñar a leer y ella no considera que su trabajo sea de "estar constantemente viendo sobre sus hombros," a menos que ella identifique a un maestro que sea extremadamente ineficiente.

### Ausentismo

Ella ha empezado a tener un mucho mejor conteo del número de estudiantes que no asisten a la escuela, el cual ella ha compartido con el Concilio.

Ella ha identificado a estudiantes que han faltado más del 50% del tiempo y ha entregado la lista al oficial investigador de ausentismo, pero no tiene mucha confianza en que se pueda hacer mucho ya que él tiene demasiado trabajo.

Como parte de la disciplina sugerida por un grupo de maestros, arriba indicada, ella desearía saber si el Concilio piensa que es una buena idea el suspender a estudiantes cuando hayan faltado tres veces a la escuela.

# CASO DE ESTUDIO: ESCUELA WYNN

Forma para Planificar Mejoras en la Escuela

**El desarrollar un plan completa de mejoras para una escuela tomará un mes o más, pero su comité puede usar este ejercicio para hacer una parte del trabajo. Escoje uno de los tópicos escritos abajo. Después de discutir las preguntas, escriba sus respuestas. Marque uno:**

_____ Mejorar la disciplina y seguridad.

_____ Reducir el ausentismo.

_____ Mejorar el método para enseñar a leer.

1. ¿Cuál es uno de los problemas serios que la Escuela Wynn tenga en esta área?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

2. ¿Cuál será una cosa importante de la escuela cuando el problema haya sido resuelto?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

3. ¿Cuáles serían tres pasos específicos para mejorar la escuela de como está ahora y como a usted le gustaría que fuera? Considere los siguientes grupos que podrían ayudar: El Concilio Local Escolar, otros padres, grupos de la comunidad, negocios, maestros, el director, otros del personal escolar.

a.

b.

c.

# CASO DE ESTUDIO: ESCUELA WYNN

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a.

b.

c.

# SUS PRIORIDADES PARA EL FUTURO

NOMBRE________________________________________

A continuación damos una lista de tópicos sobre los cuales usted tal vez pueda desear mayor información **dentro de los próximos meses**. Deseamos tener una idea sobre los tópicos que más le interesan a la gente, a fin de que podamos conducir talleres de trabajo, obener materiales, etc.

Exprese su interés por cada tópico indicando el número que corresponda:

1 Muy Importante

2 Importante

3 No es una Prioridad Inmediata para Mi

Por favor indique solamente unos tópicos como "muy importantes" o "importantes." Si usted los marca todos de la misma manera, eso no ayudará a determinar su verdadero interés.

## A. Información Relacionada Con la Ley

____1. Concilios Locales Escolares

____2. El Plan de Mejoramiento Escolar

____3. Seleccionando a un Director

____4. Cómo Preparar un Presupuesto Escolar

____5. Los Deberes del Director

____6. Los Deberes de los Maestros

____7. Los Concilios del Distrito

____8. La Junta Central de Educación

## B. Algunos Asuntos Sobre Educación

____1. Lectura

____2. Otras Materias Escolares (nómbrelas)

______________________________________________________________________

____3. Disciplina

____4. Educación Especial

____5. Educación Bilingüe

____6. Educación Compensatoria

____7. Cómo Prevenir el Ausentismo y Deserción Escolar

## C. Diferentes Clases de Escuelas

____1. Escuela Primaria

____2. Escuela Para Grados Menores de Secundaria

____3. Escuela Secundaria

## D. Otros Tópicos

____1.____________________________________________________________

____2.____________________________________________________________

____3.____________________________________________________________

# RECURSOS PARA ESCUELAS MEJORES

Las organizaciones mencionadas a continuación han participado activamente en la reforma escolar y pueden servir como recursos valiosos para asistir a los padres y grupos comunitarios.

**Aspira, Inc., of Illinois**
1567 N. Milwaukee Ave., 2nd floor
Chicago 60622
252-0970 Contacte: Aida Sanchez-Romano

Aspira trabaja con jóvenes de escuela secundaria y adultos hispanos y sus padres con el propósito de retener a los estudiantes en la escuela y hacer que regresen aquellos que han desertado. Motiva a los estudiantes de mayor edad a que continuen sus estudios superiores y regresen a participar en las tareas comunitarias. También ayuda a los estudiantes a analizar las opciones cuando, por algunas razones, no pueden continuar en la escuela.

Aspira ofrece entrenamiento o información sobre el proceso de la reforma escolar y cómo los padres y los residentes de la comunidad pueden participar con sus Concilios Locales Escolares.

**Believe in the Public Schools**
5636 S. Blackstone
Chicago 60637
955-1696 Contacte: Priscilla Frisch
241-7219 Contacte: Gordon Berry

BIPS es un grupo de padres que se preocupa de la calidad de educación en Chicago. El grupo puede proporcionar una persona para entrenar o hablar con su grupo sobre la reforma escolar en el distrito escolar 14.

**Centers for New Horizons**
4150 S. King Dr.
Chicago 60637
373-5700 Contacte: Cynthia Tyson

Centers es una organización comunitaria que ayuda a las familias a educarse y desarrollarse hasta que estén independiente económicamente, para que puedan contribuir más a la comunidad. Centers for New Horizons reclutará y entrenará a los padres y residentes de la comunidad en la área de Grand Boulevard, sobre todos aspectos de la ley de reforma escolar.

**Chicago Panel on Public School Policy and Finance**
220 S. State St., Suite 232
Chicago 60604
939-2202 Contacte: Denise Green o Sarah Kass

El Panel proporciona información al público acerca de las finanzas, programas y reglamentos de la Junta de Educación de Chicago. También conduce investigaciones sobre el sistema escolar y sirve como defensor de los estudiantes en la selección de programas y para obtener ayuda financiera.

El Panel ofrece entrenamiento directo a los padres, miembros de la comunidad, y personal docente de las escuelas sobre la reforma escolar. Puede proporcionar información sobre los siguientes tópicos: derechos y responsabilidades de los Concilios Locales Escolares, detalles y datos sobre la reforma escolar, métodos para definir las necesidades, desarrollo de un plan para el mejoramiento escolar, establecer presupuestos, procedimientos para grupos, deserción escolar, programas de desegregación.

**Chicago Region PTA**
53 W. Jackson, Room 1522
Chicago 60604
786-1476 Contacte: Betty Durbin

Chicago Region PTA es una organización que ha estado operando por toda la ciudad durante 43 años. Fue creada para tratar con problemas de educación y asuntos inherentes a los reglamentos de la Junta de Educación. Aboga por los niños y sus padres y ejerce presión para que los padres participen totalmente en el proceso educacional.

El PTA de Chicago ofrece entrenamiento en todo lo relacionado a los padres y la educación de su hijos, incluyendo todos los de la legislatura sobre la reforma escolar y la participación de los padres.

**Chicago Urban League**
4510 S. Michigan Ave.
Chicago 60653
285-5800 Contacte: Dr. Gwendolyn D. LaRoche

Chicago Urban League es una agencia que aboga por las relaciones sociales entre todas las razas. Esta organización ofrece entrenamiento a los padres, cómo organizarse y acercamiento a los Concilios Locales Escolares, primordialmente en el distrito escolar 13. El entrenamiento se enfoca en el desarrollo de un plan para el mejoramiento escolar, poder para los padres y asuntos en general sobre la reforma escolar.

**Chinese American Service League, Inc.**
310 W. 24th Pl.
Chicago 60616
791-0418 Contacte: Lilian Law

Chinese American Service League, una organización sin fines lucrativos, proporciona servicios sociales a la comunidad chino, principalmente en Chinatown, Uptown, y los suburbios donde hay gran número de residentes chinos.

La liga traducirá al chino los materiales relevantes de la reforma escolar, y ofrecerá entrenamiento sobre la reforma a los padres y residentes de la comunidad chino.

**Citizens Information Service of Illinois**
332 S. Michigan, Suite 1142
Chicago 60604
939-4636 Contacte: Mark Martin

CIS es un centro privado independiente que proporciona información sobre asuntos a todos niveles del gobierno que afectan a los residentes de la área metropolitana de Chicago. CIS provee talleres de trabajo y tiene materiales sobre el proceso gubernativo y su conexión al sistema escolar.

**Citizens Schools Committee**
36 S. Wabash, Suite 1028
Chicago 60603
726-4678 Contacte: Ted Oppenheimer

CSC es una organización por membrecía que opera por toda la ciudad para mejorar las Escuelas Públicas de Chicago. Periódicamente conduce conferencias sobre la reforma escolar y asuntos relacionados sobre la reforma escolar en diferentes lugares de la ciudad. Proporciona información sobre cómo los directores, maestros y padres pueden trabajar juntos para mejorar sus escuelas. Ocasionalmente, CSC hace presentaciones en escuelas y a grupos comunitarios sobre la reforma escolar. También puede proporcionar información sobre programas escolares de matemáticas y ciencias y sobre todos los aspectos de la administración de las escuelas.

Cada viernes de las 5 hasta las 6 de la tarde, Citizens Schools Committee emite por el canal 21 Cable Access un programa informativo sobre la reforma escolar. Es un programa en español e inglés en que se puede llamar y preguntar a los expertos acerca de varios asuntos de la reforma escolar.

**Civic Committee of The Commercial Club of Chicago**
One First National Plaza, Suite 2700
Chicago 60603
853-1200 Contacte: John Ayers

El Civic Committee es una iniciativa del desarrollo económico integrado por los líderes corporativos más importantes de Chicago quienes tratan de resituar la economía de Chicago en preparación para el próximo siglo. Publica *Chicago Enterprise,* una revista mensual que cubre temas sobre educación y su relación con los trabajos y la economía de la ciudad. Este comité es un co-fundador, con Chicago United, de Leadership for Quality Education.

**Clarence Darrow Community Center**
4340 S. Lamon
Chicago 60638
767-1516 Contacte: Phyllis A. Offord

CDCC es una organización sin fines lucrativos que ofrece múltiples servicios para residentes de la área entre el Expry. Stevenson, Calle 47, Avda. Cicero y Laramie. También ofrece información sobre cualquier asunto que afecte a los residentes de todas las edades. Los servicios incluyen programas para el cuidado de niños, grupos de padres, clases de GED (equivalente a secundaria) y programas informativos para los adolescentes.

**Designs for Change**
220 S. State St., Suite 1900
Chicago 60604
922-0317 Contacte: Ann Robinson

DFC es una organización sin fines lucrativos que aboga por los niños, conduce estudios investigativos y trabaja para mejorar las escuelas públicas en Chicago y en otras ciudades.

DFC está entrenando a padres y residentes de la comunidad para servir en los Concilios Locales Escolares y para reclutar y entrenar a otros interesados en servir. Puede proporcionar información sobre la reforma escolar, la re-estructuración de los sistemas de escuelas urbanas, escuelas efectivas, la educación de niños incapacitados, y los derechos de los padres. Entre sus útiles publicaciones se incluye *Todos Nuestros Niños Pueden Aprender a Leer, Una Guía Para la Acción de Padres y Residentes* y "Lo Más Sobresaliente de la Ley Pública 85-1418."

**Developing Communities Project**
11310 S. Forest Ave.
Chicago 60628
785-6900 Contacte: Aletha Gibson, Shirley Houston

El proyecto es una organización institucional cimentada en las raíces de la comunidad que está enfocada hacia desarrollar liderazgo y cambios a través de acción directa.

Enfocada en la comunidad de Roseland, proporciona entrenamiento para los padres sobre la reforma escolar y la organización para las elecciones de los Concilios Locales Escolares. Puede ofrecer información para desarrollar un plan escolar y sobre cómo determinar los aumentos o disminuciones de fondos a través de la nueva legislación de Título I.

**Elementary and Secondary Education Advisory Committee for Senator Miguel del Valle**
3507 W. North Ave.
Chicago 60647
292-0202 Contacte: Evelyn M. Roman-Santos

Este comité asesor recomienda asuntos relacionados con la legislación de la educación al Senador Miguel del Valle, para que a la vez sean introducidos a la Asamblea General. Da servicios en el 5° Distrito Legislativo y proporciona talleres de trabajo y presentaciones sobre cómo fijar metas, resolver problemas, determinar las necesidades escolares y sobre la ley de reforma escolar.

**G.R.E.A.T. Community Coalition**
3979 S. Vincennes
Chicago 60653
548-1297 Contacte: Martha Hardy

G.R.E.A.T. es una organización sin fines lucrativos basada en la comunidad concentrada en la área entre Calles 26 y 63, hasta el Dan Ryan y el Lago Michigan. Consiste de grupos y concilios comunitarios, clubs de vecinos, individuos, iglesias, y escuelas.

Ofrece entrenamiento de líderes comunitarios y asistencia técnica a grupos interesados, y entrenamiento sobre reforma escolar a los padres y residentes de la comunidad.

**Greater Grand Crossing Organizing Committee**
213 E. 79th St.
Chicago 60619
846-5552 Contacte: Doris Jones

Greater Grand Crossing es una organización comunitaria sin fines lucrativos que organiza sobre asuntos que afectan los residentes de la área entre Calles 67 y 95, hasta Stony Island y el Dan Ryan. El comité proporciona información y entrenamiento a los padres y residentes sobre cómo conducir una elección democrática para los Concilios Locales Escolares.

**Interfaith Organizing Project**
1613 W. Washington Blvd.
Chicago 60612
243-3328 Contacte: Trimina O'Connor

IOP es una organización que participa en múltiples asuntos y está concentrada en el lado oeste de Chicago, aproximadamente desde la Avda. Ashland a Central Park, entre Lake y la Calle 15. Proporciona recursos y entrenamiento para coordinación a las escuelas, instituciones, grupos comunitarios e individuos sobre todos los asuntos que afecten a la comunidad. Coordinará y dará entrenamiento relacionado con la ley de la reforma escolar. IOP puede proporcionar información sobre desarrollo económico, destrezas para desarrollar liderazgo, destrezas para organizar la comunidad, vivienda, asuntos de salud y reforma escolar. Publica *West Side Cornerstone*, un boletín noticioso que se distribuye en el lado oeste y está disponible también para quienes lo soliciten.

**Kenwood Oakland Community Organization**
1238 E. 46th St.
Chicago 60653
548-7500 Contacte: Doug Gills o Deborah Harris

KOCO es una organización comunitaria que se enfoca en la área entre las Calles 35 y 51, entre Vincennes y el Lago Michigan. KOCO organiza grupos de padres en escuelas locales para que se impacten el desempeño de los estudiantes y se aumenten la participación de los padres y residentes en las escuelas públicas. La organización trabaja en las escuelas de distritos escolares 11 y 14, que incluyen las escuelas secundarias King, Kenwood, y Phillips.

Durante el verano hasta las elecciones de octubre de los Concilios Locales Escolares, KOCO proporcionará información sobre la reforma escolar por conferencias de entrenamiento.

**Latino Institute**
228 S. Wabash, 6th Floor
Chicago 60604
663-3603 Contacte: Migdalia Rivera, Directora Ejecutiva

El instituto es una organización sin fines lucrativos que sirve a toda la ciudad, promoviendo el progreso de los hispanos a través de estudios investigativos, entrenamiento y abogacía. Se enfoca en educación, desarrollo económico y desarrollo de la comunidad, y proporciona entrenamiento en el desarrollo para organizaciones en administración, personal, junta directiva y desarrollo de voluntarios; planeamiento y desarrollo para recaudación de fondos; desarrollo de reglamentos; desarrollo de liderazgo y destrezas para negociar para organizaciones sin fines lucrativos, profesionales, comunitarias, públicas y grupos de padres. También puede proporcionar datos sobre los hispanos y organizaciones comunitarias latinas.

**Lawndale People's Planning and Action Conference**
3324 W. Roosevelt Rd.
Chicago 60624
826-8180 Contacte: Donald McMorris

LLPAC es una organización basada en la comunidad de Lawndale del Norte, que provee servicios sociales a los residentes que viven en la área desde la Calle Western hasta los límites del oeste de la ciudad, entre las Calles Harrison y Cermak. Se enfoca en la reducción de la mortalidad infantil y provee servicios a las mujeres embarazadas y a los niños hasta su primero año.

LPPAC informará a los padres y residentes de la comunidad sobre cómo envolverse en sus Concilios Locales Escolares.

**Leadership for Quality Education**
One S. Wacker, 11th Floor
Chicago 60606
592-6814 Contacte: Margaret Prein

LQE fue fundado por el Civic Committee of The Commercial Club of Chicago y Chicago United para ayudar a desarrollar negocios y la participación comunitaria para mejorar las Escuelas Públicas de Chicago. LQE está desarrollando un plan con los medios de difusión para informar al público sobre la reforma escolar y para apoyar los esfuerzos comunitarios por toda la ciudad y está desarrollando un plan de entrenamiento para los directores. Puede proporcionar información sobre la participación de firmas comerciales en el proceso de la reforma y sobre grupos que están activos en la reforma escolar.

**Logan Square Neighborhood Association**
3321 W. Wrightwood
Chicago 60647
384-4370 Contacte: Nancy Aardema

Este organización comunitaria se enfoca en asuntos relacionados a la provisión de vivienda, prevención del uso de drogas, y la reforma escolar. Trabaja el la comunidad de Logan Square, entre las Calles Bloomingdale y Addison, y entre el Río Chicago y la Calle Kostner.

Ofrece entrenamiento a los padres en algunas escuelas del distrito escolar 5, sobre la ley de reforma escolar y cómo implementarla.

**Marcy Newberry Association**
1073 W. Maxwell
Chicago 60608
829-7555 Contacte: Benjamin Kendrick

Marcy Newberry es una agencia de 106 años que ofrece una variedad de servicios a los residentes del lado oeste de Chicago. Han empezado, con otros grupos comunitarios, un laboratorio de reforma escolar para padres y residentes de Rockwell Gardens, para apoyarles en correr para Concilios Locales Escolares en el distrito escolar 9. También ofrecerá apoyo a ellos después de haber electados para sus Concilios.

### Mexican Community Committee of South Chicago

2939 E. 91st St.
Chicago 60617
978-6441 Contacte: Hank Martinez

Mexican Community Committee of South Chicago se enfoca en la prevención de la delincuencia de menores, programas educativos para estudiantes después de horas escolares, y en el proporcionamiento de información a los residentes de Chicago del Sur. Proporcionará información sobre reforma escolar a los padres y residentes del distrito escolar 19 y el sur del 17.

### Midwest Community Council

9 S. Kedzie, Room 200
Chicago 60612
826-2244 Contacte: Joseph Banks

Midwest Community Council es una organización fundido hace 42 años de clubs de vecinos del lado oeste de Chicago. El concilio ofrecerá entrenamiento extenso a los padres y residentes del lado oeste acerca de la ley de reforma escolar.

### National Training and Information Center

810 N. Milwaukee
Chicago 60622
243-3035 Contacte: Jaci Feldman

NTIC provee asistencia técnica a grupos comunitarios a través del país sobre asuntos tales como reforma escolar, prevención del abuso de drogas, reinversión en la comunidad, provisión de vivienda, y las utilidades. También proporciona organizadores para organizaciones comunitarias. Asistencia técnica incluye el desarrollo de líderes comunitarios, el desarrollo de la organización, y la administración financiera de organizaciones.

### Near North Development Corporation

1441 N. Cleveland
Chicago 60610
337-5666 Contacte: Regina Glover Stewart o JoAnn Barron

NNDC es una organización comunitaria sin fines lucrativos cuyo objetivo es proporcionar viviendas decentes y económicas para familias, ancianos y los minusválidos. Los programas sobre educación y para prevenir actos criminales de NNDC le permiten a los residentes la oportunidad de involucrarse en las decisiones y reglamentos locales sobre asuntos al nivel comunitario.

NNDC está concentrándose en un plan de mejoras escolares en la comunidad North Town. Su programa SCHOOLWATCH estará preparando a los padres y residentes comunitarios en las escuelas Byrd, Jenner, Manierre, Schiller y Truth para las elecciones de los Concilios Locales Escolares en el otoño, a través de talleres de trabajo que se llevan a cabo en NNDC los martes por la mañana, en las tardes y por la noche durante el verano.

**Near Northwest Neighborhood Network** (UNO affiliate)
2131 N. Damen
Chicago 60647
489-0383 Contacte: David Cristeal

NNNN es una organización de residentes e instituciones de la área que ataca los problemas del vecindario. NNNN aboga agresivamente por mayor participación de los padres en las escuelas públicas locales. La organización se concentra en la área circundada por el Expressway Kennedy, Avenida Fullerton, Calle Division y Avenida Milwaukee, al norte hasta California. Proporciona entrenamiento de liderazgo adecuado a situaciones específicas, por ejemplo, cómo operar en el ambiente de una escuela pública. Está mayormente interesado en ayudar a los padres a desarrollar poderes para lograr los cambios necesarios en sus escuelas locales. Planea proporcionar entrenamiento sobre cómo organizarse y sobre la reforma escolar.

**Network for Youth Services**
3600 W. Fullerton
Chicago 60647
227-0416 Contacte: Tomas V. Sanabria, Director Ejecutivo

NYS sirve a las agencias comunitarias, las iglesias y los hospitales, promoviendo pólizas públicas, desarrollando programas inovativos "de incubación" y coordinando proyectos para múltiples agencias. Sirve como recurso informativo, organización investigativa, intermediario de servicios y centro de entrenamiento, concentrándose en las áreas de Logan Square, West Town y Humboldt Park. NYS provee desarrollo de liderazgo y entrenamiento para organizaciones y grupos comunitarios. Puede proporcionar información sobre cómo organizar una comunidad, mercadotecnia, organizar reuniones, movilizar acciones comunitarias, desarrollar conferencias, formar coaliciones y desarrollar recursos.

**New Directions**
11145 S. Michigan
Chicago 60628
995-7400 Contacte: Dr. William Samuels o Ollie Carter, Jr.

New Directions es una organización comunitaria que ha desarrollada un programa que se trata de los asuntos importantes a los residentes que viven en la área entre la Calle 75 y el límite del sur de la ciudad, entre la Avda. Western y el Lago Michigan. Ofrecerá entrenamiento sobre la reforma escolar durante el verano.

**North River Commission**
4745 N. Kedzie
Chicago 60625
478-0202 Contacte: Wendy Jo Harmston

North River Commission es una organización comunitaria que consiste de 97 grupos que existen en la área entre la Calle Addison hasta los límites de la ciudad hacia el norte, entre el Río Chicago y la Avda. Cicero. La comisión trabaja con escuelas, iglesias, clubs de vecinos, y otros grupos sobre asuntos tales como el desarrollo de la provisión de vivienda, la prevención de crimen, y el empoderamiento de residentes de la comunidad.

North River Commission proporcionará información y ofrecerá talleres de trabajo sobre reforma escolar.

**Northwest Austin Council**
5758 W. Potomac
Chicago 60651
379-7822 Contacte: Leola Spann o Carlton Sloan

Este organización comunitaria se enfoca en asuntos de la comunidad, tales como la prevención del abuso de drogas, la provisión de vivienda, y otros asuntos que interesan a los residentes. El concilio ofrecerá talleres de trabajo y reuniones informativas para preparar a los padres y residentes para los Concilios Locales Escolares en el distrito escolar 4.

**Northwest Community Organization**
1109 N. Ashland
Chicago 60622
276-0211 Contacte: David del Valle

NCO es una organización comunitaria que incluye iglesias, casas de asentamiento, clubs de vecinos y otras instituciones locales. Trabaja en asuntos importantes para las comunidades de West Town y Humboldt Park incluyendo educación, vivienda, servicios de la ciudad y servicios públicos.

Provee entrenamiento a padres y residentes de la comunidad sobre el proceso de la reforma escolar, sobre cómo operar una campaña efectiva para los Concilios Locales Escolares o referir personas para ser entrenadas. NCO publica un boletín noticioso cada tres meses, gratuito, bajo el nombre *Northwest Observer*.

**Nortown Civic League** (vea a Rogers Park Tenants Committee)
338-8495 Contacte: Mindy Heidekat

**Organization of the North East**
5121 N. Clark
Chicago 60640
769-3232 Contacte: Ana Bedard

ONE es una organización comunitaria que aboga por los derechos y organiza a los residentes en las comunidades de Uptown y Edgewater, concentrándose en educación, derechos de los inquilinos, tarifas de los servicios utilitarios y otros asuntos. ONE está organizando a los padres, preparándoles para las elecciones de los Concilios Locales Escolares en el otoño.

**Parent/Community Council**
Center for Inner City Studies
700 E. Oakwood Blvd.
Chicago 60653
268-7500 ext. 110 Contacte: Maxine Gardner

PCC es un centro de información sobre la participación de los padres y residentes en la reforma escolar. PCC ha participado en el movimiento de reforma escolar hace la conferencia educativa empezó por el alcalde Harold Washington. Ofrece talleres de trabajo acerca de la reforma escolar a los padres, grupos comunitarios, maestros, y administradores escolares a través de toda la ciudad.

**Parent Education Center, Chicago Public Schools**
1819 W. Pershing Rd., 4th floor, center building
Chicago 60609
890-2907 Contacte: Marilyn Epps

Este centro provee talleres de trabajo semanarios sobre la participación de los padres y proporciona información sobre la reforma escolar. A petición de escuelas y grupos locales comunitarios, hace presentaciones en inglés y español. Las presentaciones incluyen información sobre procedimientos parliamentarios, el proceso para grupos y desarrollo del plan de mejoras escolares. También mantiene un centro de recursos materiales en sus oficinas.

**Parents United for Responsible Education**
1145 W. Wilson, Suite 2424
Chicago 60640
784-PURE Contacte: Joy Noven

P.U.R.E. es un grupo que aboga por los padres y está integrado por padres de niños de las escuelas de Chicago. Desarrolla apoyo y realza la importancia de la calidad de la educación pública en Chicago informando a los padres sobre problemas educacionales, incorporando los puntos de vista de los padres en el proceso de hacer decisiones y actuando como partidario de los padres en sus relaciones con la administración escolar. Este grupo ofrecerá talleres de trabajo sobre los Concilios Locales Escolares, cómo desarrollar un plan de mejoras escolares, selección del director, establecer presupuestos. P.U.R.E. publica un boletín noticioso mensualmente sobre el procedimiento de la reforma escolar.

**People's Coalition for Educational Reform**
401 S. State, Suite 860
Chicago 60605
341-1470 Contacte: Coretta McFerren o Arthur Jefferson

El propósito de esta coalición es ayudar a proveer un sistema escolar de alta calidad y equitativo para todos los niños. Su objetivo inmediato es proveer amplio entrenamiento para los padres y la comunidad por toda la ciudad. Por ahora se concentrará en los distritos escolares 3, 5, 6, 8, 9, 11, 12, 13, 17, y 20. Posteriormente se añadirán otros. La coalición ofrece amplio entrenamiento sobre la legislación de la reforma, entrenamiento para los padres, participación en los Concilios Locales Escolares, diseño e implementación de un plan de mejoras escolares y selección de un director.

**Project Co-Lead**
Northeastern Illinois University
5500 N. St. Louis
Chicago 60625
794-2792 Contacte: Jeanne Baxter

Project Co-Lead (Liderazgo Colaborativo) es una asociación entre Northeastern Illinois University y treinta escuelas públicas de Chicago. Ofrece un modelo para desarrollar liderazgo, planificado e implementado por directores, maestros, padres y el sector comercial, para lograr cambios en Chicago. Project Co-Lead ofrece talleres de trabajo sobre los siguientes tópicos: introducción a la administración de una escuela, solidarizarse por una causa en común, desarrollo de liderazgo y formación de equipo. Un folleto describiendo el proyecto puede solicitarse en la dirección arriba citada.

**PUSH for Excellence**
930 E. 50th St.
Chicago 60615
373-3366 Contacte: James Brame

PUSH for Excellence empezó el año 1976 para desarrollar relaciones positivas entre los padres y maestros, y ahora se enfoca en envolver los residentes de la comunidad en la educación. Ahora están distribuyendo información acerca de la reforma escolar a las iglesias y grupos comunitarios, para interesarles en participar en los Concilios Locales Escolares. Ofrece talleres de trabajo en sus oficinas desde ahora hasta el 1° de noviembre.

**Quality Improvement Associates**
645 N. Michigan Ave., Suite 860
Chicago 60611
280-1364

Quality Improvement Associates ofrece talleres de trabajo y consultas para mejorar la calidad de las escuelas, así como información sobre el proceso para el mejoramiento escolar y cómo formar equipos.

**Rogers Park Tenants Committee**
1545 W. Morse
Chicago 60626
973-7888 Contacte: Harry Armstrong

Este grupo trabaja para empoder a los residentes de Rogers Park del Este para efectar cambios positivos en la comunidad. Se enfoca en asuntos tales como la provisión de vivienda, prevención del abuso de drogas y el crimen, educación, y el desarrollo económico. Se enfoca en la área entre la Calle Ridge y el Lago Michigan, entre la Calle Devon y los límites del norte de la ciudad.

El comité, conjunto con Nortown Civic League, ofrecerá entrenamiento básico sobre la ley de reforma escolar. Ambos grupos ofrecerán entrenamiento más extenso de 9 horas en español, coreano, y otros lenguajes.

**Sam Ackerman Associates**
1356 E. Hyde Park Blvd.
Chicago 60615
268-1356 Contacte: Sam Ackerman

Sam Ackerman Associates proporciona talleres de trabajo y consultas continuadas para las escuelas sobre el proceso para mejorar su calidad y también información sobre cómo formar equipos.

**Save Our Neighborhoods, Save Our City Coalition**
4959 W. Belmont
Chicago 60641
545-8017 Contacte: Michael Smith

SON/SOC es una coalición de organizaciones comunitarias de todas partes de la ciudad que está reconocida como líder del movimiento para dar poder a las comunidades de Chicago. SON/SOC enfoca una amplia variedad de problemas comunitarios incluyendo prevención de actos criminales, aseguranza para retener el valor de las propiedades, reforma escolar y la retención de trabajos de manufactura. Se esfuerza por lograr respaldo unificado solidaridad entre los residentes de la comunidad en los asuntos más importantes. Regularmente programan consultas individualizadas y seminarios de entrenamiento por seis semanas. Ofrecerán un programa de tres sesiones para los padres y residentes de la comunidad interesados en participar en los Concilios Locales Escolares. SON/SOC también puede proporcionar información sobre cómo organizarse en la comunidad.

**South Austin Coalition Community Council**
5112 W. Washington
Chicago 60644
287-4570 Contacte: Bob Vondrasek

SACCC es una organización que aboga para los residentes de la comunidad de Austin, entre las Calles Lake y Roosevelt, hasta las Avdas. Austin y Kenton. Se enfoca en multiples asuntos, y ofrecerá entrenamiento acerca de la reforma escolar a los clubs de vecinos, iglesias, y otros grupos interesados.

**South Side SCHOOLWATCH**
3835 S. Cottage Grove, #105
Chicago 60653
Pager #218-8459, leave phone number Contacte: Linda Randle

El propósito de South Side SCHOOLWATCH es asegurar que todos los niños reciban educación de calidad en el sistema escolar de las escuelas públicas de Chicago. Este grupo concentra sus esfuerzos en el lado sur desde la Calle 22 hasta la Calle 134. Proporcionará entrenamiento sobre la ley de la reforma escolar, derechos básicos de los padres y entrenamiento sobre educación especial para los padres.

**Southeast Asia Center**
1124 W. Ainslie
Chicago 60640
989-6927 Contacte: Dennis Sakurai o San O

Southeast Asia Center se enfoca en la gente asiática y en la gente que no habla bien el inglés.

Tiene énfasis en los distritos escolares 2 y 3, y en escuelas donde hay gran número de gente laosiana en Albany Park.

Ofrecerá entrenamiento bilingüe acerca la reforma escolar en varias lenguas asiáticas.

**Southwest Parish and Neighborhood Federation**
3302 W. 63rd St.
Chicago 60629
776-9522 Contacte: Clayton Daughenbaugh

Este federación se enfoca en múltiples asuntos que afectan a los residentes del lado suroeste, entre las Calles 47 y 75, y entre la Calle Bell y Avda. Cicero. Ofrecerá entrenamiento básico de 9 horas a los padres y residentes, sobre la reforma escolar.

**The Woodlawn Organization**
1512 E. 63rd St.
Chicago 60637
288-5840, ext. 241 Contacte: Sra. L.K. McClelland

La misión de T.W.O continua siendo la fuerza impulsadora que le da poder a la comunidad de Woodlawn para hacer sus propias decisiones en asuntos que afectan su propio bienestar. Dentro de sus miembros se incluyen clubs de vecinos, grupos comerciales, concilios de padres e inquilinos y afiliaciones religiosas de las Calles 60 a la 67 entre State y la Avda. Stony Island.

T.W.O. ofrecerá entrenamiento para los padres, organización para la reforma escolar, entrenamiento para desarrollar liderazgo comunitario. Ofrece información sobre prevención de actos criminales, quejas sobre la vivienda, quejas sobre los servicios municipales, consejería para ancianos, consejería sobre ayuda pública, información sobre hospedaje y alimentos para emergencias, sobre guardías, entrenamiento para obener trabajos, organización para clubs de vecinos por cuadras y organización de inquilinos.

**United Neighborhood Organization of Chicago**
1814 S. Leavitt
Chicago 60608
666-4445 Contacte: Dan Solis

UNO es una organización comunitaria que incluye entre sus miembros iglesias, organizaciones comunitarias, agencias de servicios sociales y organizaciones de padres. Sirve a las comunidades de Pilsen, Little Village, West Town, Bucktown, Back of The Yards, McKinley Park, Brighton Park, West Englewood y el Sureste de Chicago. En varios sitios se proporciona entrenamiento para desarrollar liderazgo, para saber como organizarse y organización para padres, maestros, líderes comunitarios, directores y personal de las escuelas. UNO puede proporcionar información sobre asuntos relacionados con la educación incluyendo la legislación sobre la reforma escolar, estrategias para implementar la reforma y estrategias para lograr la activa participación de los padres y la comunidad.

**University of Illinois College of Education**
Chicago 60680
996-9689 Contacte: William Ayers

El Colegio de Educación provee programas para maestros en servicio y educación para maestros. Tienen información disponible sobre el programa escolar y la enseñanza.

**Uptown Community Learning Center**
1222 W. Wilson
Chicago 60640
769-2085 Contacte: Jeri Miglietta o Kanzella Hatley

UCLC provee todos niveles de programas educativos, incluyendo una escuela secundaria alternativa para estudiantes que abandonan las escuelas públicas. Aunque está ubicada en Uptown, reclutará de todas partes de la ciudad para sus programas. Ofrecerá talleres de trabajo cada semana sobre la reforma escolar.

**Voices for Illinois Children**
53 W. Jackson, Suite 515
Chicago 60604
427-4080 Contacte: Malcolm Bush

Voices es una organización sin fines lucrativos a nivel estatal que hace análisis sobre reglamentos, educación pública y aboga por asuntos que atañen a los niños y familias. Voices ha estado envuelta en el movimiento de la reforma escolar en Chicago y es miembro de la Coalición ABC. Actualmente está dando cursos de capacitación para personas que entrenarán a los padres en cinco escuelas en Albany Park.

**W.E. C.A.N.**
1541 E. 65th St.
Chicago 60637
288-3000 Contacte: Patricia Beard

W.E. C.A.N. es una organización de advocacia que da poder a las residentes de la comunidad. Se enfoca en la provisión de vivienda, educación, desarrollo económico, y la prevención de actos criminales en la comunidad de Woodlawn.

La organización proporcionará información básica sobre la participación de padres y residentes en las escuelas locales.

# FORMA PARA EVALUAR EL TALLER DE TRABAJO

1. ¿Cuáles son las dos o tres cosas que usted ha encontrado **más útiles**, en estos talleres de trabajo? (o que fue lo que más le gustó)

2. ¿Cuáles son las dos o tres cosas que usted piensa que fueron las **menos útiles**? (o las que a usted le gustaron menos)

3. ¿Cuáles son las dos o tres cosas que usted recomendaría para **mejorar** estos talleres de trabajo?

END

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